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ABSTRACT

This exploratory study gathered data on the communication behavior, resource utilization, and organizational activity of Mexican, Cuban, and Puerto Rican residents of Chicago. An interdisciplinary and integrative literature review synthesizing findings from the relevant literature suggested classes of variables and relationships for this investigation. A stratified cluster probability sample was used to select 400 Latinos who were interviewed by trained bilingual interviewers using a structured schedule. Findings indicate that both reading activity and public library use are positively and significantly related to participation in formal voluntary associations for the Latino population, while measures of media use developed here are not so related, even when controlled for ethnic subgroup membership or for formal educational level. On the other hand, adult education activity is a highly discriminating variable in predicting both reading activity and public library use for urban Latino "barrio" residents. Finally, the bond of Spanish language is a major determinant of interpersonal and impersonal communication activity. Implications for urban public library service to Latinos include: (1) need for personal contact with the unaffiliated who rely on local information resources; (2) development of material collections reflecting local Spanish language orientations; (3) public library integration with neighborhood networks of Latino groups and individuals; and (4) necessity for library staff of Latino background. (Author/JPF)

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THE LATINO COMMUNICATIONS PROJECT:

An Investigation of Communication Patterns and Organizational Activity among Mexican, Cuban, and Puerto Rican Residents of Chicago

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ABSTRACT

This exploratory study gathered data on the communication behavior, resource utilization, and organizational activity of Mexican, Cuban, and Puerto Rican residents of Chicago. An extensive interdisciplinary and integrative literature review synthesizes the findings from the relevant literature and suggests for this study the classes of variables and relationships for investigation. A stratified cluster probability sample was used to select 400 Latinos who were interviewed by trained bilingual interviewers using a structured schedule. Major findings from the testing of two sets of hypotheses are: that both reading activity and public library use are positively and significantly related to participation in formal voluntary associations for the Latino population, while measures of media use developed here are not so related, even when controlled for ethnic subgroup membership or for formal educational level. On the other hand, adult education activity is a highly discriminating variable in predicting both reading activity and public library use for urban Latino barrio residents. Finally, the bond of Spanish language is a major determinant of interpersonal and impersonal communication activity. These and other significant findings suggest implications for urban public library service to Latinos: (1) need for personal contact with the unaffiliated who rely on local information resources; (2) development of material collections reflecting local Spanish language orientations; (3) public library integration with neighborhood networks of Latino groups and individuals; and (4) necessity for library staff of Latino background.

PREFACE

Any research project of this size is not a singlehanded effort. The efforts and talents of many individuals made this study possible.

Professors James Krikelas and Helen Lyman of the University of Wisconsin Library School served as project consultants.

Professor Mary Wylie of the University of Wisconsin School of Social Work also served as a project consultant.

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TABLE OF CONTENTS

PREFACE i

LIST OF TABLES viii

Chapter

I EXECUTIVE SUMMARY 1
  Introduction 1
  Overview 2
    A. Introduction and Research Purpose 4
    B. Literature Review 7
    C. Methodology 12
    D. Analysis and Findings 19
    E. Conclusions, Implications, and Further Research 42

II INTRODUCTION AND RESEARCH PURPOSE 50
  Introduction 50
    Problem Overview 51
    The Latinos 53
    The Public Library Response to Latinos 57
    The Latino and Communication Barriers 60
    The Latino Information Network . . . 63
    The Role of Social Participation . . 67
  Purpose of the Study 69
  Summary 71

III LITERATURE REVIEW 77
  Introduction 77
  The Scope of the Literature Review . . . 79

Chapter

Latinos and Libraries. 80
Library and Media Use Studies. . . 85
The Information Environment. . . . 94
Latinos, Resources, and the Media. 100
Social Participation 112
Ethnicity and Participation. . . . 118
Summary. 129

IV METHODOLOGY. 141
Introduction 141
Hypotheses and Definitions 142
Hypotheses 142
Definitions. 147
The Study Design 150
Overview 150
Limitations and Generalizability . 152
Community Survey Setting 155
Spanish Speaking Population in Chicago 155
Geographical Distribution of Chicago's Latinos. 159
Sample Design and Selection Procedures 162
Overview 162
The Four-Stage Sampling Process. . 163
Selection of Primary Sampling Units 164
Choosing Blocks within Census Tracts. 167
Choosing Housing Units within Blocks. 168
Choosing Respondents 168
Instrumentation and Fielding 169
Instrumentation. 170
Interviewer Selection and Training 171
The Pretest. 172

Chapter

Final Field Interviews 173
Analytical Procedures. 174
Editing and Coding 174
The Indices. 175
Reading Activity Index (RAI) . 175
Mass Media Use Index (MMU) . . 179
Public Library Use Index (PLU) 182
Formal Voluntary Association Participation Index (FVAP) . . 183
Statistical Analysis 185
Summary. 186

V ANALYSIS AND FINDINGS. 192
Introduction 192
Social Characteristics of the People . 195
Overview 195
Personal Characteristics 196
Sample Composition, Sex and Marital Status 196
Country of Origin and Citizenship. 201
Residential Patterns 207
Age. 215
Family Characteristics 218
Socioeconomic Considerations . . . 225
Employment Status. 225
Home Ownership 228
Income 229
Occupational Status. 232
Educational Characteristics. . . . 236
Formal Education 237
English as a Second Language and Adult Education Activity . 242
Language and Reading Ability . . . 245
Conversational Preferences and Skills 246

Chapter

Reading Skills 249

Communication Behavior and Barrio Networks 259

Overview 259

Barrio Composition 262

Friendship Network 265

Perceptions of Latino Discrimination and Progress 283

Communication Behavior 287

Mass Media Use 287

Television Activity. 289

Radio Activity 298

Reading Activity 305

Introduction 305

Newspaper Reading. 306

Magazine Reading 317

Book Reading 326

Reasons for Not Reading. 335

Other Reading Considerations . . 336

Paperbacks, Fotonovellas, and Comics 342

Institutional Resources and the Role of the Public Library. 345

Introduction 345

Institutional Performance. 345

Use of the Public Library. 345

Organizational Activity. 375

Introduction 375

The Extent and Variety of FVA Participation. 377

Hypothesis Testing 397

Introduction 397

Hypothesis I: Organizational Activity and Communication Behavior. 398

Hypothesis II: Use of Formal and Informal Resources 414

Chapter

Summary. 427

VI CONCLUSIONS, IMPLICATIONS, AND FURTHER RESEARCH 434

Introduction 434

Conclusions and Implications . . . 435

Areas for Continued Analysis . . . 448

Other Areas for Investigation. . . 451

APPENDIX A - ENGLISH LANGUAGE INTERVIEW SCHEDULE. . 458

APPENDIX B - SPANISH LANGUAGE INTERVIEW SCHEDULE. . 488

APPENDIX C - INTERVIEWER SELECTION, TRAINING, AND SUPERVISION SUBCONTRACTS 520

APPENDIX D - SELECTED CENSUS TRACTS 532

LIST OF TABLES

Table | Page
4.1 Estimates of Five Largest Metropolitan Spanish Speaking Populations in 1970. . . 156
4.2 A Comparison of the Latino Population of Chicago with the National Latino Population: 1970. 157
4.3 Predominant Latino Composition. 165
4.4 Latino Households and Density for Selected Sample Tracts 167
4.5 The Reading Activity Index. 177
4.6 The Mass Media Use Index. 180
4.7 The Public Library Use Index. 182
4.8 Formal Voluntary Association Participation Index 184
5.1 Sample Composition by Sex and Marital Status. 197
5.2 A Comparison of Three Basic Characteristics of the Sample Population with the Total Latino Population in Chicago. 200
5.3 Country of Birth for Respondents and Respondent's Parents. 201
5.4 Citizenship Status of Foreign-Born Mexicans and Cubans 204
5.5 Median Number of Years for Residential-Urbanization Factors by Total and Ethnic Group. 208
5.6 Residential Factors for Total and Ethnic Group 210
5.7 Pearson r Simple Correlation Matrix of Residential Factors for Total and Ethnic Groups. 213

Table Page

5.8 Distribution of Age by Ethnic Group. . . . 216

5.9 A Comparison of the Distribution of Age by Sex for the Sample Population and the Chicago Latino Population. 217

5.10 Language Used with Children by Ethnic Group. 219

5.11 Latino Relatives in Chicago by Ethnic Group. 220

5.12 Frequency of Communication with Relatives in Chicago by Ethnic Group 223

5.13 Employment Status by Ethnic Group. 226

5.14 Employment Status by Sex and Ethnic Group. 226

5.15 Home Ownership by Ethnic Group 229

5.16 Median Earnings of the Sample, Chicago Latino, and Chicago non-Latino Adults for Males and Females. 231

5.17 Distribution of Personal Income for Total Sample 232

5.18 Occupation of Respondent by Ethnic Group . 234

5.19 Education of Sample for Latino Groups by Sex 239

5.20 Education by Age 242

5.21 Adult Education Activity by Latino Group . 243

5.22 Spoken Language Skills by Ethnic Group . . 247

5.23 Spanish and English Language Reading Ability by Groups. 250

5.24 Language Used Most Frequently in Reading by Ethnic Group. 253

5.25 Enjoyment of Reading for Respondents Indicating Literacy in Spanish and English by Ethnic Group. 256

Table Page

5.26 Distribution of Predominant Barrio Composition Expressed by Latino Groups for Total Sample. 263

5.27 Distribution of Preferred Neighborhood Composition Expressed by Latino Group for Total Sample. 266

5.28 Percentage Responding Feeling Closer to Latinos than Others by Ethnic Group . . . 272

5.29 Friendship Patterns and Interaction with Friends by Ethnic Group 276

5.30 Pearson r Simple Correlation Matrix for Contact with Relatives and Friends. . . . 279

5.31 Percentage Responding Yes to Customs Children Should Follow for Total Sample . 283

5.32 Perceptions of Discrimination by Ethnic Group 284

5.33 Perceptions of Latino Group Status Changes in Past Decade by Latino Group. 286

5.34 Media Ownership by Ethnic Group 288

5.35 English and Spanish Language Television Use Factors by Ethnic Group 290

5.36 Latino Dependence on TV for News about the Latino Community by Ethnic Group and Country of Birth. 293

5.37 X^2 Significance Matrix for Television Use and Control Variables 296

5.38 English and Spanish Language Radio Use and Dependence by Ethnic Group. 299

5.39 Percentage of Respondents Reading One or More Newspapers by Ethnic Group 306

5.40 Percentage Reading Newspaper Sections . . . 308

5.41 Ranking of Newspapers Read by Number of Times Cited by Respondents. 310

Table Page

5.42 Newspaper Reading Activity Procedure. . . . 311

5.43 Distribution of Newspaper Reading Scores for Total Sample by Ethnic Group and Sex. 312

5.44 Percentage of Respondents Reading One or More Magazines by Latino Group. 318

5.45 Ranking of Magazines Read by Number of Times Cited by Respondents. 320

5.46 Distribution of Magazine Reading Scores for Total Sample by Ethnic Group and Sex. . . 322

5.47 Book Reading Activity Over Past Year by Ethnic Group. 328

5.48 X^2 Significance Matrix for Reading Variables and Control Variables for Sample. 331

5.49 Percentage Agreeing to Reasons for Not Reading by Ethnic Group 336

5.50 Percentage Reporting Book Sources by Ethnic Group. 339

5.51 Evaluation of Institutional Performance and Community Services Toward Latinos by Total Sample 347

5.52 Evaluation of Police Department by Ethnic Group 348

5.53 Evaluation of Immigration Service by Ethnic Group. 350

5.54 Public Library Use by Ethnic Group. 356

5.55 Consideration of the Public Library by Nonusers and Reasons for Nonuse by Ethnic Group. 358

5.56 X^2 Significance Data for Public Library Use and Control Factors for Total Sample. . . 364

5.57 Reported Use of the Public Library by Children by Ethnic Group. 368

Table Page

5.58 Pearson r Simple Correlation Matrix among Nine Communication Activities for Total Sample. 372

5.59 Membership in Thirteen Types of Organizations by Ethnic Group 378

5.60 Participation in Formal Voluntary Associations: A Comparison of Latino Sample with National and Regional Surveys. . . . 380

5.61 Some Demographic Differences in Organizational Membership 383

5.62 Percentage Reporting Agreement with Reasons for Nonmembership by Ethnic Group 387

5.63 Characteristics of Organizational Membership by Ethnic Group. 390

5.64 Formal Voluntary Association Participation Index 400

5.65 The Reading Activity Index. 401

5.66 Distribution of Total Sample by FVA Activity and Reading Activity Levels. . . 402

5.67 Pearson r Simple Correlation Coefficients for FVA and RAI for Total Sample and for Latino Groups 404

5.68 The Mass Media Use Index. 406

5.69 Distribution of Total Sample by FVA Activity and Mass Media Use Levels 407

5.70 The Public Library Use Index. 410

5.71 Distribution of Total Sample by FVA Activity and Public Library Use Levels 410

5.72 Pearson r Simple Correlation Coefficients for FVA Activity and Public Library Use for the Total Sample and for Latino Groups 411

5.73 Nature and Ethnicity of Sources of Advice and Help by Ethnic Group. 418

5.74 Community Residence of Personal Sources of Aid for Job Seeking by Ethnic Group. . 422

CHAPTER I

EXECUTIVE SUMMARY

Introduction

This report is the product of an investigation of the communication patterns and organizational activity of ethnically distinct Latino populations and of the contexts suitable for library service to these Latino people. In particular, the focus of this study has been on the development and testing of an extensive base line of data on the interrelated aspects of the communication behavior, resource utilization, and organizational activity of the three major ethnic Latino groups--Mexicans, Cubans, and Puerto Ricans. In conducting this study, a group of fundamental questions have been asked:

> What are the major elements of the Latino communication environment?
>
> What are the social conditions and the orientation toward information sources which compose the pattern of a restricted information universe for the Latino community?
>
> What role do informal resources and voluntary associations play in meeting the information needs of Latino people?
>
> Are there logical groups of prime users of public libraries in the Spanish Speaking communities?
>
> How can knowledge of the Latino information network enable public libraries and other information agencies to bring their material and professional resources to bear on Latino information needs?

This introductory Executive Summary, serving as Chapter I, summarizes in succinct form the full report, with attention to the highlights of the research problem, procedures, and findings. For the reader's ease in consulting the full text for greater detail, the summary parallels the full text, chapter by chapter.

Overview

A. Chapter II provides a conceptual overview of the problem, briefly identifies the past and current levels of the public library response to the needs of the Spanish Speaking, and outlines the approach taken for this study.

B. Chapter III contains a literature review and synthesizes the findings from the relevant literatures that consider the various communication channels and social institutions that mediate between the needs of Latino individuals and their use of different forms of informational resources. From this interdisciplinary and integrative review, the classes of variables and relationships for investigation in this study were generated.

C. Chapter IV presents the specific hypotheses tested in this study, the survey research design and fielding procedures, the community survey setting, questionnaire development, and interviewer selection and training. It also presents the nature of the analytical procedures utilized in developing communication behavior profiles of the respondents and relating the data to the hypotheses.

D. Chapter V reports analysis and findings of the data. The presentation of findings begins with a detailed description of the social characteristics of the sample, followed by an examination of the barrio network and the communication behavior of the Latinos. A review of the Latinos evaluation of institutional performance sets the stage for the analysis of the role of the public library. The results of the hypothesis testing conclude the chapter.

E. The final chapter, Chapter VI, contains the conclusions, implications, and suggested areas for further research. The major findings are discussed in relation to their utility and implications for formal institutions such as the public library. Recommendations are made for the continued analysis of significant associated data and for additional research in the area of Latino information seeking and resource utilization.

A. INTRODUCTION AND RESEARCH PURPOSE

A.1. Introduction and Problem Overview:

* The overall focus of this research project is that of improving information agency function in the Latino information systems. Specifically, this research considers the communication patterns and organizational activity of Latinos as a basis for proposing more effective service of public libraries and other informational agencies within the context of the Latino communication environment.

* This investigation develops and tests a descriptive model of communication behavior of an urban sample of three groups of Latinos. By developing this base line of data, it becomes possible to determine the conditions under which formal or informal information resources become salient for an urbanizing Latino population.

A.2. The Latinos:

* The Spanish Speaking or Latino people constitute the second largest body of disadvantaged people in the United States. Three clusters constitute the vast proportion of this population: Mexican Americans, Puerto Ricans, and Cubans.

* With the growth of ethnic mobilization and ethnic consciousness among the Spanish Speaking, there has been a renewed attention to Latinos' social participation and their patterns of information-seeking.

A.3. The Public Library Response to Latinos:

* Despite the long history of Latino immigration and residence in the U.S., it is only within the last two decades that public libraries have begun widespread services to Latinos, often financed with federal or state funds.

* With a few notable exceptions, Latino response to public library outreach and innovative service efforts can be characterized as slight or as total indifference.

* A major reason for the public library's ineffectiveness is that library and informational

services to Latinos are frequently based on insufficient knowledge of the formal and informal Spanish Speaking communication environment and on a service delivery tradition that has little impact in the lives of the Latino public.

A.4. The Latino and Communication Behaviors:

* Latino people, in general, are caught in a pattern of information poverty which restricts access to information for solving problems in many critical areas.

* The pattern of information poverty is frequently characterized by the Spanish-language subculture within which Latino people live and which removes Latino people from the English-language flow of mass media and printed information that is readily available to the English-speaking society.

* Latino individuals are frequently hampered by low reading ability and high rates of school drop-out. This contributes to a high rate of illiteracy or low functional literacy, reinforcing the patterns of information poverty.

A.5. The Latino Information Network:

* Existing evidence suggests that most Latino barrios (neighborhoods) have an extensive and heavily utilized informal urban structure and network for quickly transmitting information within the barrio.

* Gatekeepers and information brokers have been seen as an intrinsic part of the barrio information network. They transfer information within ethnic communities through informal channels, serving as links between individuals with problems or needs and the resources available either within or outside the barrio. These individuals may constitute one body of potential prime library users.

* It is also suggested that individuals who are members of formal voluntary associations (FVA's) often pursue active purposes that require information. These affiliated individuals also constitute a group of potential prime library users.

A.6. The Role of Social Participation:

- * Formal voluntary associations (FVA's) can function to channel information into local communities and to interpret the relevance of the information to local application. These associations often act as links that unite individuals with others in common purposeful activity and participation in FVA's can adequately measure group "social participation."

- * The role of formal voluntary associations and other community structures as communications links and cultural legitimizers constitutes a central concern of this investigation.

A.7. The Purpose of the Research Study:

- * A lack of knowledge of Latino communication patterns and organizational activity has prevented public libraries and other informational agencies from effectively serving within the context of the Latino communication environment. This study provides representative descriptive socio-demographic and communication profiles of three ethnically distinct Latino groups: Mexican-American, Puerto Rican, and Cuban.

- * A series of profiles of Latino participation in formal voluntary associations and the utilization of formal informational and social agencies are a necessary supplement.

- * By developing and testing the relationships between organizational activity and communication patterns, it becomes also possible to characterize both the Latino potential prime users of the public library, and the means by which they can best be served by the public library.

- * These purposes are accomplished by a survey research design. Data gathered by this investigation are presented in the form of communication profiles and are utilized in the testing of specific hypotheses.

B. THE LITERATURE REVIEW

B.1. Introduction and Scope:

* The literature review reflects the interdisciplinary nature of much of the previous research on Latino communication networks, with few large scale studies of ethnically distinct Latino collectivities.

* The literature review focuses on several bodies of post-World War II literature: library and related media use studies; library service to Latinos and other disadvantaged groups; Latino information resource utilization; and the relationship of social participation to the theories of acculturation, assimilation, and information use, together with the models of minority-ethnic participation styles.

* From the literature review, the classes of variables and relationships for investigation in this study were generated.

B.2. Latinos and Libraries:

* Until the late 1960s, little research reporting was available on use of the public library and the reading activity of the Spanish Speaking.

* A 1972 study performed by the National Education Resources Institute and a 1973 study focusing on the Albuquerque Model Cities Library Materials and Cultural Centers both reported low levels of library use by Spanish Speaking. These studies also suggest that concentrated mass media use is frequently associated with low use of the library.

* The library's response to serving Latinos generally has taken one of two forms: (1) the adaptation of traditional services which do not differ significantly in substance or form from services being provided to the general English-speaking public, or (2) the outreach or innovative approach which stresses community involvement and interactive programming.

B.3. Library and Media Use Studies:

* Beginning with the Bernard Berelson report (1945) on public library user characteristics, there was postulated the existence of a "communications elite" who read more, listen more, talk more, who join more organizations and know more about what is going on. This focus on individuals who function as communications links in the chain of informational networks is a major focus of this investigation.

* More recent studies have continued to document the relationship between reading activity and the patterns of organizational activity or some aspects of mass media use. Basically, there appears to be a significant relationship between use of the library and use of other sources of information.

* One major conclusion drawn from much of the literature on library use studies is that individuals who exhibit high degrees of informal resource utilization and who have the highest number of organizational memberships will form a potential group of prime library users. This relationship is of central concern in the research conducted and presented here.

* Recent studies conducted by Douglas Zweizig and others suggest that the greater an individual's integration into the social network, the greater the library use. The review of the literature therefore suggests the fruitfulness of testing the Latino information network by relating Latino utilization of interpersonal resources, particularly participation in formal voluntary associations, and their reading activity or library use.

B.4. The Information Environment:

* Until recently, the literature on the information environment and information-seeking habits of the Spanish Speaking and urban poor can be characterized as sparse, methodologically weak, and limited in its applicability.

* Individuals high in interpersonal activity are typically more aware of professional and institutional sources of information. This finding is explored in this investigation.

- * The literature also supports the pattern of high media access and mass media use (i.e., radio and television) by the urban poor. The available evidence also suggests that ethnicity has no statistically significant effect on mass media use.

- * Research in the area of information-needs and information-seeking behavior suggests that disadvantaged people are less likely to articulate information or resource needs than other people.

B.5. Latinos, Resources, and the Media:

- * Very few previous studies have focused on Latino communication practices in urban environments.

- * One research study conducted by Norman Kurtz (1966) did identify cliques of Latino gatekeepers within the informal communication environment who assisted other Latinos in acculturating or adjusting to urban life. Research studies conducted by other investigators have also documented the existence of clusters of opinion leaders and information gatekeepers who use informal channels to transfer resources and information to people in need.

- * Kurtz's concept of a "central gatekeeping station" which would compile and maintain lists of resources, increase available resources, and advertise its service to persons and organizations bears particular consideration by public libraries.

- * The Shannon and the Moore studies of resource utilization in urban environments suggest that Latinos have not abandoned primary-group resources and that they maintain a high degree of informal resource utilization.

- * Penalosa's research in Pomona, California, provided some evidence that the Latino individual's social environment is permeated and strongly influenced by his ethnicity when he uses Spanish rather than English mass media for information and entertainment.

- * Persistent use of Spanish-language mass media, and evidence of a definite preference for its use, regardless of income or other sociodemographic characteristics, forms a pattern for Latinos in the United States.

B.6. Social Participation:

* Social participation is the generic term for the many forms of interpersonal communication. A distinction is made between instrumental and expressive forms of group social participation. Instrumental activity is generally directed toward a goal outside the group of participants and includes consequences for individuals outside the group; expressive activity is generally self-contained and directed toward group satisfaction. A second distinction is made between types of social participation which are formally or informally organized.

* Formal voluntary associations (FVA's) are a significant mode of social participation. The literature stresses that FVA's integrate the isolated individual into the total society, mediating between the member and the larger social structure.

* Among FVA functions is that of channeling and interpreting information to local communities. Thus FVA's are an essential part of the communication environment.

* Research on FVA's indicates that: (1) while FVA's are characteristic of U.S. society, the majority of Americans do not belong to FVA's; (2) few belong to two or more FVA's; (3) minority populations hold fewer FVA memberships than White or Anglo populations; and (4) FVA membership is generally related to socioeconomic status.

B.7. Ethnicity and FVA Participation:

* Using FVA participation as an indicator of social participation for ethnic minorities in the U.S., various causal models have been developed but none has finally established the relationship between ethnicity and FVA participation.

* Major findings in this area include: (1) ethnic minority rates of participation tend to be lower than the rate of the White majority; (2) Mexican American and Spanish Speaking social participation rates are considerably lower than the rate for Anglos; (3) the phenomenon of upsurge in Black FVA participation in the 1960s is theorized as "overparticipation."

* No studies have examined the Spanish Speaking population for their rates of social participation in relation to their degree of assimilation or their ethnic subgroupings, which are studied and reported here.

* The conceptual model used in this study sees FVA participation, as well as the formal information agency and interpersonal contacts, as social units in the Latino information environment that link the individual to the totality of society.

C. METHODOLOGY

C.1. Introduction:

* A survey research design is presented for gathering empirically based data on Latino communication behavior with consideration of the distinctive nature of the three major Spanish Speaking groups: Mexican American, Puerto Rican, and Cuban.

* This investigation focuses on: the role of informal and formal resources for problem solving and information-seeking in the urban Latino information network; the extent of reading activity, television viewing, and radio listening; and the extent and variety of social participation through involvement in formal voluntary associations, particularly ethnically-based groups.

* The hypotheses formulated for this investigation, the survey design and procedures, and the nature of the analytical procedures to be utilized in testing hypotheses and in developing profiles of communication behavior of the respondents are contained in Chapter IV.

C.2. Hypotheses:

* There are two major hypotheses tested in this investigation with each major hypothesis having corollary hypotheses. The major hypotheses and their corollaries are presented separately below.

* Major Hypothesis I: There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their level of use of informational resources.

  * Corollary Hypothesis I.A.: There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their reading activity.

  * Corollary Hypothesis I.B.: There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their radio listening and television viewing.

  * Corollary Hypothesis I.C.: There is a positive and significant association between the amount

of Latino participation in formal voluntary associations and their use of the public library.

* Major Hypothesis II: There is a positive and significant association between the degree of Latino interpersonal communication within the Latino community and their level of use of informational agencies.

* Corollary Hypothesis II.A.: Latinos will more frequently identify Latino formal voluntary associations and organizations as sources of aid in each of three problem areas than formal informational agencies.

* Corollary Hypothesis II.B.: Latinos will more frequently identify Latino individuals as sources of aid in each of three problem areas than non-Latinos.

* The hypothesis testing will include an examination of significant differences in the participation and communication use measures among the three ethnic collectivities. No specific predictions are made regarding the direction or degree of differences that may result, but the examination of the data in relation to the hypotheses will establish some basic reference points against which more extensive analysis of the data gathered in this investigation, and related future studies, may be placed.

* In order to examine whether socioeconomic status is the primary key to an understanding of Latino communication behavior and social participation, each of the hypotheses has controlled for the intervening impact of education as an explanatory variable in the differential participation and media use of the three Latino groups.

* Additional clusters of variables (social and demographic) are also related to organizational activity, media use, and the use of informal community information resources.

* This research opens the question of how familial and neighborhood group ties affect the information networks and function for ethnic minorities. This mode of analysis makes it possible to compare findings based on data gathered in this investigation

with the conclusions reached in previously conducted studies in library science and related disciplines.

C.3. The Study Design - Overview and Limitations:

* To develop a base line of data on Mexican, Cuban, and Puerto Rican attitudes toward and uses of the traditional agencies, mass media, and informal resources for information and problem solving, the Latino Communications Project gathered survey research data from 400 Latino individuals in the Latino barrios of Chicago, Illinois.

* A structured personal interview, administered by trained bilingual interviewers in the preferred language of the respondent, was selected as the optimum means for data collection.

* The pretest of the interview schedules was performed in December 1976.

* A stratified cluster probability sampling plan was designed and utilized to insure that there were sufficient numbers of the three Latino groups in the sample.

* Bilingual interviewers were identified, trained, and sent into the field between February and April of 1977.

* Editing, coding, and statistical analysis of the data gathered were performed at the University of Wisconsin-Madison.

* The limitations inherent in this study include the inability to control for some of the relevant personal variables that operate within the Latinos' information environment. In addition, the sampling procedures used in this investigation include the possibility of excluding some of the higher socioeconomic status characteristics for the urban Latinos not living in the primary sampling unit areas, the barrios.

* Another major limitation of the study relates to the generalizability of this investigation. Chicago is unique among U.S. cities in that it contains significant numbers of all three major Latino groups. One extends the generalization of the findings with caution for the three Latino collectivities to Latinos on a nationwide basis.

- The scope of analysis in this investigation does not make it possible within this report to exhaust the rich vein of data gathered. A collegial approach to the analysis of the data is therefore necessary. Other researchers have already begun secondary analyses of the data.

C.4. The Community Survey Setting:

- Chicago's Spanish Speaking population has been estimated variously from 247,000 to 500,000, an important and growing segment of Chicago's total population. Chicago ranks fourth in Latino population among major U.S. cities.

- Chicago's Latino "community" forms several ethnic communities. In 1970, approximately 43% of Chicago's Latinos were of Mexican descent, 32% of Puerto Rican descent, 6% of Cuban descent, and 19% represented the other Central and South American nationalities.

- The Latino population in Chicago has experienced a dramatic growth. The city's population from Mexico and Central and South America increased 84% and 285%, respectively, between 1960 and 1970.

- Many of Chicago's older neighborhoods have become Latino barrios where Spanish is the first language spoken by most people in the community. Between 1960 and 1970, there was more than a 180% increase in the number of foreign born specifying Spanish as their mother tongue.

- The various Latino populations of Chicago are distributed throughout the city. South Chicago and the Pilsen/Little Village areas are characterized by their major Chicano/Mexican populations. The Puerto Rican communities range from the West Town area to Logan Square, Humboldt Park, Lakeview, and the Lincoln Park area. The Cuban population is primarily spread among the five northside community areas, particularly the Uptown area.

- Generally, these Latino communities are socially and economically impoverished. Residing in older sections of the city, Latino communities are characterized by lower educational attainment, higher unemployment rates, and lower per capita incomes than the Anglo populations.

C.5. Sample Design and Selection Procedures:

* A stratified cluster probability sample was used to include significant numbers of the three Latino nationalities.

* The final sample size of 400 was determined on the basis of an acceptable confidence rate of 95%, a margin of error less than 6%, and the availability of resources to conduct the investigation.

* A four-stage sampling process was used in this design. In the first stage, 155 census tracts with more than 400 Latinos per tract were chosen. A selection of 45 of those tracts (15 tracts per Latino group) completed the first stage of the sampling process. In the second stage, blocks within the census tracts were selected. In the third stage, housing units within the blocks were selected. The final stage required the selection of respondents within the Latino households, using only heads of household or spouse.

C.6. Instrumentation:

* The structured personal interviews were developed with advice and assistance from the Operations, Market, Advertising, Research, Inc. (OMAR) and the National Opinion Research Center (NORC) of the University of Chicago. Working drafts were regularly submitted for criticism and revision to the University of Wisconsin Advisory Committee, NORC, OMAR, and to Latino individuals, organizations, and agencies in the Chicago area.

* Comparable English and Spanish versions of the interview schedule were developed, tested, and revised.

* The final schedules contained 164 questions divided into fourteen sections: Ethnic Heritage; Residence and Relatives; Children and Schools; Friendships; Use of Interpersonal Resources; Radio and TV; Education; Reading; Public Library Use; Organizational Memberships; Political Participation; Latino Status; Telephone; and Demographics.

* The majority of the questions were close-ended. The schedules included the response categories,

coding specifications, and column numbers for variable identification. The few open-ended items were edited and coded. Each completed schedule was edited and coded under the supervision of the Project staff at the University of Wisconsin.

C.7. Interviewer Selection and Training:

* Bilingual (Spanish/English) interviewers were identified, selected, and trained specifically for work in this Project. No readily available group of bilingual interviewers in the Chicago area existed prior to this Project. OMAR had primary responsibility for screening and training interviewers. The NORC provided valuable consultation for the training of the interviewers. Between ten and fifteen bilingual interviewers were available for field interviewing during the interviewing phase, February to April, 1977.

C.8. The Pretest:

* The pretest, conducted December 17-21, 1976, yielded 22 completed interviews, all conducted in Spanish by the bilingual interviewers. An additional 5 interviews pretested the English-language version. Pretest interviews required an average of 45 minutes. Debriefing of the pretest interviewers enabled identification of items in need of revision and the resolution of interviewer problems in the conduct of the interviews.

C.9. Final Field Interviewing:

* Final field interviews were conducted between February and April, 1977. The refusal rate was approximately 12% and it was necessary to make callbacks to approximately 15% of the respondents. The average interview lasted 45 minutes.

C.10. Editing and Coding:

* After some 5% of the interviews were verified, the completed schedules were delivered to the University of Wisconsin-Madison for preparation and analysis.

- Each schedule was reviewed and edited in accordance with established coding specifications by a team of bilingual coders. Each schedule required 8 IBM cards; a total of 3,200 cards were keypunched and verified.

- The inter-judge reliability was calculated to be .93 for coding.

C.11. The Indices:

- Four separate indices were developed for use in the analysis of the data. They were the Reading Activity Index, the Mass Media Use Index, the Public Library Use Index, and the Formal Voluntary Association Participation Index.

- A major consideration in developing the indices and other variable measurements was to utilize measures which have been previously applied in research related to this investigation. This enables a degree of comparability between this study and other research, and strengthens the feasibility of replication.

C.12. Statistical Analysis:

- A major mode of data analysis used in this study reflects the single variable procedures applicable to dichotomous, nominal, ordinal, and interval and ratio data. These procedures include proportions, percentages, ratios, means, medians, quartiles, and standard deviations. In addition, the bivariate procedures applicable and used in this analysis of the data rely primarily on Chi-square tests, means, and simple correlation techniques.

- The hypotheses are statistically treated with computer programs available through the Madison Area Computing Center of the University of Wisconsin.

- Inter-item correlations are calculated for all variables that compose the indices.

- Chi-square tests of association are reported as significant at the .05 level and correlations are reported as significant at $p \leq .01$.

D. ANALYSIS AND FINDINGS

D.1. Introduction

* The purpose of Chapter V is to present profiles of Latino communication behavior, organizational activity, and resource utilization, and to test the hypothesized relationships among communication patterns, social participation, and public library use.

* The presentation of findings begins with a detailed description of the social characteristics of the sample. It is followed by an examination of the barrio network and communication behavior of the Latinos in the sample. A review of the Latinos' evaluation of institutional performance sets the stage for the analysis of the role of the public library. The results of the hypothesis testing conclude Chapter V.

* The basic description of the sample and the series of general communication behavior and resource use profiles presented in Chapter V are based on a review and analysis of approximately three-quarters of the total number of question-response sets for the total sample. Some areas, such as perceptions of bilingual education or the related questions of political knowledge and political participation, are not presented in this review of the data. The decision was made to focus on those concerns that relate most directly to the interests and activities of librarians, information network planners, and related professional interests.

* No multivariate techniques, such as analysis of variance or regression formulas, have been utilized in this presentation of the data. The statistical techniques applied in this investigation are considered adequate, although avenues for the application of multivariate statistical techniques will logically stem from this first analysis of the data.

D.2. Social Characteristics of the People--Overview:

* The social characteristics of the Latinos who cooperated in this investigation are classified under four general areas. Each of these areas is outlined below. Detailed summaries follow for these four areas.

- Personal Characteristics: Ethnic group membership, sex, citizenship status, age, residency, marital status, and family composition.

- Socioeconomic Characteristics: Employment, occupation, home ownership, and individual income.

- Educational Characteristics: Formal education, participation in General Equivalency Diploma, English as a Second Language, and other Adult Education classes and programs.

- Language and Reading Factors: Language spoken most, language used most, reading abilities in English and Spanish, and preferred reading languages.

D.2.a. Personal Characteristics:

- Ethnic Group Membership:

  Sample Composition: Mexicans (including Mexican Americans) account for 40% of the total sample (n=162), Puerto Ricans account for 32% (n=127), and Cubans account for 28% (n=111).

  Language of the Interview: The strength and persistence of Latino cultural background is reflected by the fact that 93% of the total sample asked to be interviewed in Spanish.

- Sex: The sample was approximately evenly divided between males (48%) and females (52%).

- Marital Status: Currently married respondents account for 66% of the total sample.

  The statistics on ethnic group, sex, and marital status indicate a relatively close match with the total Latino population in Chicago in 1970.

- Country of Origin: The vast majority of the total sample (88%) were born outside the continental U.S.

- Citizenship: Excluding Puerto Ricans and U.S.-born Mexican Americans, 30% of the total foreign-born population are naturalized U.S. citizens.

- Residential Patterns: More than one-half of those born outside the continental U.S. have experienced less than 13 years in this country. Between one-quarter and one-half of respondents in each Latino group have lived in a single barrio throughout their Chicago residency. For this sample population, close to half the number of years spent in the U.S. (12.5 years median) have been spent in residence in the barrio where they now reside (6.1 years), while residence in Chicago itself (11.7 years) has been the dominant pattern.

- Age: Median age for the total sample is 39 years. Mexican and Puerto Rican groups share the same median age of 36, while the median age for the Cubans is 44. Only 3% are over 65 years of age, and 7% under 22 years of age.

- Family Characteristics: A total of 245 of the respondents (61% of the total) reported one or more children under age 19 at home. A little less than one-half of those with children (42%) report having between 2 and 3 children. Only 21% of those with children report having 4 or 5 children and 9% report having between 6 and 10 children. Cubans report the lowest percentage of any group with children at home, which is probably a function of the older median age of the Cuban sample.

- Language Spoken with Children: About three-quarters (77%) of those with children use only Spanish with children, while 14% use both English and Spanish, and 9% use only English. The Cuban group reports the most use of Spanish (95%). These figures are indicative of a very strong Spanish language orientation by all three groups.

- Relatives in Chicago: Approximately one-half of the total sample report having brothers, sister, compadres, or grown children in the Chicago area, with highest percentages reported by the Puerto Ricans. It is evident that core family members of respondents are present within the boundaries of Chicago. Fewer respondents report having uncles, aunts, parents, or in-laws in the Chicago area.

* Frequency of Communication with Relatives: Approximately three-quarters of the total sample (71%) can be characterized as having frequent communication (several times a week) with their relatives. This is particularly true of the Cubans, who report the highest percentage (80%) of any group having frequent communication with relatives. This strong degree of familial contact is not significantly affected by controlling for age, sex, education, marital status, or length of residence in Chicago or in the barrio.

D.2.b. Socioeconomic Considerations:

* Employment Status: The Puerto Rican group reports a somewhat lower rate of full-time employment than the Mexican or Cuban groups. Overall, 47% of the total sample are employed full-time, 30% are full-time homekeepers, and the remainder are employed part-time, seeking work, or are unemployed. Cuban women demonstrate a higher percentage of employment (47%) than do Mexican (23%) or Puerto Rican (25%) women.

* Home Ownership: Home ownership is characteristic of 17% of the total sample, with little variation between groups.

* Income: The median individual income for respondents in the sample reporting earnings is $7,861 (excluding those reporting no income or who identified themselves as full-time homekeepers). The Cuban median income of $8,436 is highest, followed by the Mexican median income of $8,276, and trailed by the Puerto Rican median income of $6,386. For the total sample, less than one-third report earning $7,000 or more per year; 23% reported no earned income.

* Occupational Status: About 5% of the total working sample are professional/technical/managerial; 5% are clerical/sales; 34% are craftsmen/skilled operatives; 22% are service/laborers/unskilled; and, 34% are homekeepers. The single largest group of skilled workers consist of precision machine operatives, mechanics or repairmen. Education is significantly associated with occupational status, while age, marital status, and length of residency are not significantly associated with occupational status.

- Summary of Socioeconomic Characteristics: Cubans show the highest rate of full-time employment (including women), have higher median incomes, and have the largest percentage of Latino group respondents in the professional, clerical, and skilled occupational categories. The Mexican group does not differ in any major respects from the Puerto Rican group, with the exception of the higher median income for Mexicans. The Puerto Rican group trails the Mexican group in socioeconomic status, with the exception of having the highest incidence of home ownership (21%) which may be related to the Puerto Rican pattern of longer residence in both the city of Chicago as well as in the barrios.

D.2.c. Educational Characteristics:

- Formal Education: Median school years for the total sample is 7.3, compared to 8.6 for the total Latino population cited in 1970 Census data for Chicago as a whole. Cubans are highest at 8.8, Puerto Ricans follow with 7.1 and Mexicans trail at 6.4. More than three-quarters (80%) of the total sample have less than 12 years of formal schooling. The median education of Latinos born in the U.S. is 2.5 years higher than for those born outside the continental U.S. The simple correlation coefficient between age and education is $r=-.281$ (significant at $p < .001$), indicating that younger people tend to have more formal education, while older people have less.

- English as a Second Language (ESL): More than one-third (38%) of the total sample have participated in ESL programs or activities. This high figure indicates that a significant percentage of the sample population have taken some critical steps to increased educational and communication activity. Fifty-eight percent (58%) of the Cuban sample have participated in ESL activities; 36% of Mexican and 24% of Puerto Rican samples have participated in ESL programs. Of those who have studied English as a Second Language, 30% also reported involvement in an additional Adult Education program or class.

- * Adult Education: Sixteen percent (16%) of the total sample indicate participation in AE activities other than ESL.

- * In sum, 200 people in the sample (50%) have been involved in some ESL, GED, or other AE activity involving a role as new adult reader or as adult learner.

D.2.d. Language and Reading Ability:

- * Spanish-language preference in conversation is reported by 71% of the total sample, while 11% report an English-language preference and 18% report a bilingual orientation. The Cubans report the highest group preference for Spanish (81%) and the Puerto Ricans the highest for English-language preference (16%).

- * Spanish-language literacy is reported by 91% of the total sample.

- * The Cubans report the highest percentage of those able to read Spanish well (75%), the Mexicans the least (46%). Illiteracy in Spanish is 16% for Puerto Ricans and 9% for Mexicans, with only 1% for Cubans.

- * Forty-two percent (42%) of the total sample indicate no English-language reading ability. This includes 39% of Puerto Ricans, who have hypothetically had an opportunity for instruction in English in both Puerto Rico and the continental U.S.

- * For the 233 respondents (58%) indicating some degree of literacy in both languages, half report using Spanish most frequently in reading, a third report using English, and 13% report using both languages in reading.

- * A majority (69%) of each of the three Latino groups report 'a lot' of enjoyment in reading Spanish. This is higher than the 43% who report 'a lot' of enjoyment of English-language reading.

- * English-language reading ability and reading activity is directly related to ESL and AE activity, as well as to reading patterns and ability in the Spanish language.

D.3. Communication Behavior and Barrio Networks--Overview:

- * This section focuses on the various types of barrio networks that channel information and aid in and out of the barrios: mass media; reading activity; the public library; formal institutions; and formal voluntary associations (FVA's).
- * The first section on the Barrio Networks describes the personal, social, and organizational relationships that characterize the barrio communication environment.
- * After considering the influence of the barrio network in the communication environment, the focus shifts to an examination of the more formal communication behavior: mass media use and reading activity. Attention is given to how such behavior is related to the ethnic group membership, the continued impact of the Spanish language, and other characteristics explaining some variation in Latino communication behavior.
- * An overview of Latino evaluations of the performance of formal resources and institutions in relation to their treatment of Latinos is presented.
- * A summary of who uses the public library and what distinguishes users from nonusers follows.
- * The focus then turns to the extent of participation in FVA's and its implications for use of media, print, and libraries in the Latino information network.
- * Findings are reported from (1) the test of hypotheses that seek relationship between social participation (membership in FVA's) and use of media and of the public library, and (2) the test of hypotheses that seek relationship between information needs and the preference for Latino or non-Latino sources of aid.

D.3.a. Barrio Communication Networks:

Barrio Composition:

- * Overall, the respondents in the sample represent barrios containing from 2% to 63% density of Spanish Speaking households per census tract. The 15 selected Cuban tracts resulted in the selection of Cubans living in areas with the lowest density of Spanish Speaking households, from 2% to 18%. Mexicans in the sample live in predominantly Latino (particularly Mexican) barrios, closely followed by Puerto Ricans living in barrios with a predominantly Mexican or Puerto Rican composition.

- On the whole, the sample population compositions reflect their own ethnic or general Latino composition, tending to support the thesis of a Latino community orientation.

- Of the three groups the Mexicans demonstrate the strongest ethnic group identification, in contrast to both the Puerto Ricans and Cubans, who appear somewhat less ethnically oriented.

- In general, the majority of individuals within each of the three Latino groups continue to identify strongly with their own group members, and over half of each group prefer Latino communities over mixed communities of Anglos, Blacks, and others. This appears to hold regardless of sex, marital status, or education. The passage of years as measured by Chicago and barrio residence appears to lessen the strength of Latino group preferences.

- The data, nevertheless, continue to indicate the persistence and strength of what may be termed a 'Latino Culture' as expressed by a desire to live with fellow Latinos in a mixed barrio rather than a barrio exclusively of one's own or other ethnic group.

Latino Status:

- In response to the question of whether the respondents felt closer to or identified more with Latinos in general than with other kinds of people, 42% of the total sample responded feeling closer to Latinos than to others.

- A parallel question inquired about the degree of interest held by the respondents in the ways "Latinos as a whole are getting along in this country. . . ." The Puerto Ricans report the highest ethnic group percentage (56% yes) responding they have a great deal of interest, followed by the Mexicans (54%), and the Cubans (51%). For all three groups, only 6% reported no interest.

Friendship Network:

* The vast majority (79%) report having fellow Latinos as all three of their best friends.

* Only 3% of the total sample report having no Latinos among their three closest or best non-family friends.

* Slightly more than one-half of the respondents indicate having two or three Latino friends who live outside the barrio.

* Over one-half (60%) of the total sample report communicating with their friends several times a week. The Cubans are particularly characterized by their ability to overcome geographical dispersion and distance from their friends by their very frequent interpersonal communication.

* Frequency of communication with friends and relatives are significantly correlated with one another.

Perceptions of Latino Discrimination and Progress:

* There is almost an even distribution between Latinos who feel that Anglos treat Latinos either worse or about the same as Anglos treat other Anglos. The Puerto Ricans report the highest group percentage feeling that Anglos treat Latinos worse than fellow Anglos.

* Slightly more than one-half (51%) of the total sample feel that economic conditions have improved for Latinos in the past decade. Puerto Ricans provide the largest percentage of the three groups feeling that conditions had declined for Latinos in Chicago. Cubans report the highest percentage feeling that conditions had improved.

D.3.b. Patterns of Media Use

D.3.b.(1) Mass Media Use:

- Almost all (95%) of the sample own at least one functioning television and radio set.

- A clear majority of the respondents for each of the three Latino groups watch television every day. Only 13% of the total sample report no viewing for the preceding week of the interview.

- One-third of the total sample (34%) reported no Spanish-language television use. The Cubans report the highest percentage of daily viewers of Spanish language television (46% of all Cubans).

- Almost one-half (43%) of viewers report 'a lot' of dependence on television for news about the Latino community. The Cubans and Mexicans watch more Spanish-language television and depend more on it for information about the Latino community than the Puerto Rican sample.

- From a group of demographic variables, only formal years of education and length of Chicago residence were significantly associated with the three television factors of frequency of use, dependence on Spanish-language broadcasts, and the degree of dependence on television.

- The responses to a similar set of questions on radio listening clearly indicate a Cuban group preference for radio, both as a medium and for Spanish-language programming and information about the Latino community.

- The general profile of the total sample presents a picture of Spanish-language predominance in relation to radio and television use measures. Our sample can be characterized as Spanish-language oriented, with a small but significant percentage of individuals reporting use of both languages for mass media activity. There does not appear to be any lessening of use of Spanish-language mass media for general and specific purposes by the respondents in our sample when controlling for the cluster of demographic factors.

D.3.b.(2) Reading Activity--Introduction:

* Spanish-language literacy at some level is reported by 91% of the total sample, with Cubans reporting the highest and Mexicans the lowest ethnic group percentages of those who read Spanish 'well.'

* Approximately 42% of the total sample report no proficiency in English-language literacy, particularly the foreign-born Cubans and Mexicans.

* Spanish is the preferred reading language for those reporting a reading ability in both English and Spanish.

* With these general characteristics in mind, the summary of specific types of reading activity is presented below.

Newspaper Reading:

* Approximately 65% of the total sample report reading one or more newspapers regularly over the last year.

* Although the majority of newspapers cited were local English and Spanish-language dailies or weeklies, a significant number of Latinos mentioned Spanish-language newspapers from outside the Chicago area.

* The newspapers read represent a wide spectrum of metropolitan dailies and weeklies from both Chicago and throughout the U.S., Mexico, and Puerto Rico. A total of 39 newspapers were mentioned more than once.

* One-quarter of the total sample had read at least two newspapers regularly over the last year. Only 7% had read three or more newspapers regularly.

* Of the top ten newspapers cited, only three are English language, including the two top ranked.

- More men than women report regular newspaper reading.

- Both formal education and ESL/AE activities are significantly related to newspaper reading.

Magazine Reading:

- Approximately 60% of the sample report reading one or more magazines regularly over the last year.

- Cubans report the most magazine reading, Puerto Ricans the least.

- More men than women read magazines. Both formal education and ESL/AE activity are significantly related to magazine reading.

- In considering the top five magazine titles read, all are Spanish-language titles.

- The evidence suggests that Latino groups actively seek out Spanish-language newspapers and magazines reflecting their own ethnic orientations from cities as far away as New York, Miami, San Juan, and Mexico City.

- The data also indicate a higher percentage of respondents reporting three or more magazines read regularly than is reported for newspaper reading.

- It is also demonstrated that most of the mass media factors are not significantly correlated with newspaper or magazine reading, but that Public Library use is significantly correlated.

Book Reading:

- The focus in this section will be to relate facets of book, paperback, fotonovella, and comic reading to the general characteristics of the sample as well as to some of the related personal and communication variables already shown to have some relationship to reading activity.

* Mexicans report the highest incidence of book reading (56%), followed by Cubans (54%), and then the Puerto Ricans (46%). A little less than half the total sample (48%) report no book reading during the past year.

* The formal education and ESL/AE variables are significantly related to book reading (numbers of books read).

* Spanish-language literacy is related significantly to both language of books read and fotonovella reading.

* Although the evidence is still sparse, it appears that fotonovella reading is a type of reading activity that differs significantly from paperback reading, despite similarities shared in physical format.

* With the exception of fotonovella reading, the mass media variables are not generally associated with reading factors.

* Both newspaper and magazine reading are significantly associated with five of the six reading variables (excepting comic book reading).

Reasons for Not Reading:

* Lack of time is the most frequently cited reason for not reading books.

* Lack of time is also the top-ranking reason given for not reading newspapers or magazines.

Other Reading Considerations:

* The mean number of books read for the total sample is 1.1. Mexicans are highest at 1.2, followed by Cubans at 1.0, and finally the Puerto Ricans with .9.

* Excepting Cubans, the younger book readers read more than the older book readers. Twenty-two percent (22%) of all respondents report reading ten or more books over the past year.

* Participation in ESL/AE is associated with active book reading.

* Bilingual book readers read more books than monolingual book readers.

* The top three sources for reading materials are purchase, family, and friends, with public libraries following these sources and serving 22% of the respondents.

* Slightly more than one-quarter (28%) of the total sample report no book ownership. Collections of over 100 books are reported overall for only 14% of the total sample. The size of book collections is significantly correlated with education and income, as well as with public library use, the number of books read, the number of magazines read, and the number of newspapers read.

Paperbacks, Fotonovellas, and Comics:

* Less than one-half of the readers (those reading one or more books) have read paperbacks. Of those reading some paperbacks, slightly more than 50% rated them about the same as hardcover books while only 30% rated them higher.

* The Puerto Ricans report the highest ethnic group percentage (37%) indicating a preference for paperbacks over hardcovers. This and other findings in this section of Chapter V are of importance in considering public library collection policies in ethnically diverse communities.

* Mexicans demonstrate the most use of fotonovellas (47%), followed by the Puerto Ricans (38%), and trailed by the Cubans (33%).

* The profile of the fotonovella readers is of a fairly recent immigrant, most frequently of Mexican or Puerto Rican birth, with little formal education but perhaps some significant participation in ESL/AE activities, who speaks primarily Spanish and demonstrates little English-language literacy. Fotonovella readers are also characterized by their reading

of Spanish-language newspapers and particularly Spanish-language magazines from outside the continental U.S.

- Comic book reading is most characteristic of the Mexican sample, although it is apparently an acceptable reading activity by almost a third of the total sample. Most comic book reading is reported by respondents with limited formal education.

D.3.c. Institutional Performance--Overview:

- This section focuses on the evaluations of the performance of formal resources and institutions in relation to their treatment of Latinos and is followed by an examination of the role of one core informational agency and resource--the public library.

Evaluation of Institutional Performance:

- Eighteen key institutions are evaluated in their treatment of Latinos by Latinos. Although the ratings are generally toward the "better than average" end of the scale, 9 of the 18 institutions received a "bad" rating from 10% or more of the respondents. The data indicate several sources of concern (welfare department, police department, gas company, Republican Party, landlords, labor unions, and the Immigration Service).

- Younger respondents (those under 35) tend to be more critical of the facilities and services than older respondents (those 55 and over). Males are generally more critical than females.

- Without exception, the Cubans consistently rated each of the institutions better than either the Mexicans or Puerto Ricans.

- The only institution to receive no negative rating is the Public Library. Cubans rate the library best, followed by the Puerto Ricans, and trailed by the Mexicans.

- Approximately 30% of the sample failed to rate the library in any fashion, frequently commenting on their lack of knowledge of either the existence of or general attitude of the Public Library to the Latino community. Approximately

14% of the respondents asked what the Public Library was, indicating the low visibility of the Public Library in the Latino communities.

Use of the Public Library:

* A primary goal of this study is to determine the extent of Public Library use and to describe some of those personal, mass media, and reading activity characteristics that distinguish library users from nonusers.

* Public Library use during the past year is reported by 17% of the total sample: highest for the Cuban group (21%), and lowest for the Mexican group (14%). The overall statistic is somewhat lower than those reported in previous research on Latino library use when data on children's use was included.

* In relation to frequency of use, approximately 50% of the reported users had been to the Public Library less than five times in the previous year. Puerto Ricans report the lowest frequency of use.

* Approximately 70% of the total users had used the Public Library within the past six months.

* Although the percentage of library users represents less than one-fifth of the total sample, the vast majority of users (90%) report satisfaction with the book or help obtained from the Public Library during their last visit.

* Almost three-quarters (73%) of the users have utilized the help of a librarian at some time during the last year. A similar proportion of users have recommended the library to their friends as a result of their own experience with the library.

* Those individuals for the total sample most likely to have considered using the public library can be profiled as younger, with either more formal education or participation in ESL/AE, and who have been in the Chicago area more than five years.

* The two reasons cited by almost half of the respondents in each ethnic group for nonuse of the public library are: (1) the purchase

of all or most reading materials by the respondent, and (2) the lack of time available for reading.

- Distance from the library is still perceived to be a major factor for nonuse by almost one-quarter (24%) of the nonusers. Also, 14% of the nonusers were unaware that the public library was a free resource. In addition, one-fifth of the nonusers were concerned with losing library materials.

- English-language reading and speaking orientation is significantly associated with Public Library use, as those with English-language or bilingual profiles constitute the major body of users. Monolingual Spanish Speaking constitute the lowest percentage of users.

- Both formal education and employment status are positively associated with Public Library use. ESL/AE activity are also positively associated with library use.

- With the exception of Spanish-language radio preference, none of the mass media variables are significantly associated with Public Library use.

- With the exception of fotonovella reading, all of the print activities are positively associated with Public Library use.

- The analysis of parents, children, and libraries indicates that although the majority of parents with children (59%) report their children's use of the Public Library, only one-third of them are visiting the library with their children. A small percentage (20%) of those who visit the library with their children do not consider themselves library users.

- A correlation matrix of communication activities points out that all of the reading activities are highly correlated with Public Library use while the mass media measures are not significantly correlated with library use.

D.3.d. Organizational Activity--Introduction:

- The emphasis on this section is to relate the extent and variety of participation in formal voluntary associations (FVA's) by the Latinos in the sample. The facts of FVA activity will be briefly sketched out, with attention to what type of individuals participate in what ways in what kinds of organizations.

- The following specific aspects of FVA activity are examined: reasons for non-participation; number of FVA's belonged to; length of membership; FVA ethnic composition; language used at FVA meetings; and the degree to which the respondents are active in the groups.

The Extent and Variety of FVA Participation:

- FVA membership is characteristic of approximately one-third (35%) of the total sample. Membership in religious groups and labor unions accounts for 43% of the total reported memberships.

- Only 6% of the total sample report belonging to more than one group.

- Comparing our findings to those of other studies, it is apparent that our urban Latino barrio-based sample reports considerably lower organizational membership rates than for national studies.

- The mean number of memberships for the total sample is .54. Cuban membership is highest at .68, followed by .52 for Puerto Ricans, and .41 for Mexicans.

- With the exception of age, five of the six demographic controls for FVA membership (sex, education, residence in Chicago, occupational status, and income) are significantly associated with FVA membership.

- An analysis of the reasons given for nonmembership indicates that the number of rules/regulations, the better use of free time, and the ability to find out what happens in the community without belonging to an FVA are cited by one-half of the nonmembers.

* It is found that 83% of the nonmembers support Latino organizations, but don't belong to any. This degree of tacit support of Latino organizations appears to be unaffected by any of the demographic variables controlled for in an analysis of FVA membership. There appears to be agreement among the three Latino groups of the potential value of Latino organizations.

* Two-thirds of the reported memberships are in groups in which Latinos make up most or all of the group membership.

* Cubans are more prone to be active in FVA's which are characterized by Latino composition and use of Spanish at meetings.

* The mean number of years of FVA membership is 5. Membership is not apparently relegated to short terms.

* The majority of respondents attend most or all of the FVA meetings and 15% of the respondents have served as officers within the FVA's (particularly Cubans).

* Approximately one-third (38%) of the total number of organizations named by the respondents can be defined as primarily Latino organizations. Excluding unions, the percentage of Latino organizations is increased to 74%. This high percentage is particularly characteristic of Cuban memberships and less so of the Puerto Rican. Thus, the Latino group or association is at the core of Latino organizational activity, and the strength of ethnic group orientation is a major characteristic of overall organizational participation for this study.

* In sum, the data support the thesis that the majority of Latinos exhibiting FVA membership and activity continue to maintain a strong ethnic orientation. Therefore, the evidence suggests that Latinos in our sample have incorporated a predominant Latino associational membership profile into their broader ethnic community network. It cannot be therefore said that FVA activity directly leads to cultural assimilation.

D.4. The Hypothesis Testing--Introduction:

- The data used in testing the hypotheses are derived from two related sets of responses to sections in the interview schedules. The first set of data relates organizational membership and activity in FVA's to (1) reading activity, (2) use of the mass media, and (3) use of the Public Library. The second body of data relates three problem-resource situations (personal, interpersonal, community) to the sources of aid preferred (primary group, FVA, formal institution).

- A series of indices for measuring Mass Media Use, Reading Activity, Public Library Use, and FVA Participation were developed and utilized in the first of two sets of hypotheses.

- The two sets of hypotheses are briefly described below and the results reported.

D.4.a. Testing Hypotheses I.A., I.B., and I.C.:

- The first major theoretical hypothesis developed for this study relates participation in formal voluntary associations to the extent of reading activity, use of the mass media, and use of the public library. That hypothesis (H-I) states that:

- H-I: There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their level of use of informational resources.

- The three corollary hypotheses derived from the above hypothesis are those which are tested in this investigation.

- Hypothesis I.A.: There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their reading activity.

- Hypothesis I.B.: There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their radio listening and television viewing.

* Hypothesis I.C.: There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their use of the Public Library.

* It is statistically and analytically demonstrated that FVA activity is positively and significantly associated with the extent of reading activity for the urban Latino sample (Hypothesis I.A.), with the correlation coefficient of .225 significant at $p < .001$, and the association tested significant (x^2 at .002). Book reading and newspaper reading were each elements in the Reading Activity Index significantly correlated with FVA activity. The general finding is supported by significant correlations between these two indexes for each of the three Latino subgroups.

* Similarly, it is demonstrated that FVA activity is positively and significantly associated with public library use by the urban Latino sample (Hypothesis I.C.), with a correlation coefficient of .151, significant at $p < .003$. The number of cases is too few to establish a test of the significance of the association. Analysis of the Latino subgroup differences indicates that both the Mexican and Cuban groups demonstrate statistically significant correlations between FVA activity and public library use, while this relationship has not been validated for the Puerto Rican group.

* Hypothesis I.B. which posits a positive and significant association between FVA Activity and Mass Media Use is not supported. Mass Media Use is a common activity that is not differentiated significantly by other modes of communication behavior which are primarily public information oriented.

D.4.b. Testing Hypotheses II.A. and II.B.:

* The second major theoretical hypothesis developed for this study focuses on the degree to which respondents turn to informal or formal resources for information or aid in three problem areas. The theoretical hypothesis (H-II) relating the use of informal and formal resources states that:

* H-II: There is a positive and significant association between the degree of Latino interpersonal communication within the Latino community and their level of use of informational agencies.

* The two corollary hypotheses derived from the above hypothesis are those which are tested in this investigation.

* Hypothesis II.A.: Latinos will more frequently identify Latino formal voluntary associations and organizations as sources of aid in each of three problem areas than formal informational agencies.

* Hypothesis II.B.: Latinos will more frequently identify Latino individuals as sources of aid in each of three problem areas than non-Latinos.

* The data for testing these final two corollary hypotheses are derived from the responses to a set of three problem-resource questions in the interview schedule (Appendix A, Section E).

* The data on the preference for primary group, FVA's, or formal institutions as sources of aid and information for the three problem areas do not support the first corollary hypothesis (II.A.). In each of the three problem areas (job seeking, citizenship aid for a friend, and improved fire protection in the community), with the exception of Mexicans in the area of job seeking, the Latinos in the sample turn more frequently to formal institutions than to formal voluntary associations for aid or information. The overall pattern of use of sources of aid is distinct for the three Latino subgroups and is significant (x^2 at .001).

* The second corollary hypothesis (II.B.) is statistically supported. The data do indicate quite clearly that when Latinos do turn to other individuals for aid, the individual turned to is most likely to be a Latino (x^2 at .001). The evidence also suggests that Latinos in all three groups will seek out a Latino in an FVA or formal institution when possible. These individuals will be sought out in FVA's or institutions that are generally situated within the barrio.

* In conclusion, the data suggest that there are many forces at work as Latinos choose between informal and formal resources for help in the three problem-resource areas in the urban situation.

* The data gathered and presented throughout this investigation do not corroborate the usual models of urbanization that hypothesize the abandonment of primary group resources with increasing urbanization.

D.5. Further Research:

* The use of multivariate techniques, particularly analysis of variance and multiple regression techniques, would be particularly valuable in controlling for several of the variables shown to be associated with the set of independent and dependent measures.

* The base line of data developed for this investigation suggest a number of additional avenues of analysis applicable to the data. These and other considerations are related in the final chapter on Conclusions, Implications, and Further Research.

E. CONCLUSIONS, IMPLICATIONS, AND FURTHER RESEARCH

E.1. Introduction:

* This study has substantially increased our knowledge about the interrelated aspects of Latino communication behavior and resource utilization.

* This investigation has underscored the importance of presenting a series of profiles based on ethnic subgroup as well as total group analyses.

* The data gathered and analyzed in this report in the areas of language use, reading activity, mass media use, organizational activity, and public library use offer many substantial clues to how public libraries can play a more effective and extensive role in the Latino communication system.

* Chapter VI considers some of the major conclusions to be drawn from the findings. These findings are briefly summarized below, particularly as they relate to their utility and implications for formal institutions such as the Public Library.

* Also, this summary will synthesize the suggestions for further investigation that will add to our knowledge of information seeking and resource utilization, particularly as it relates to special publics such as Latinos and institutions such as the Public Library.

E.2.a. There is a Spanish-language context for the urban Latino communication network.

* The bond of the Spanish language is a major determinant of urban Latino interpersonal as well as impersonal communication activity, across educational and ethnic group lines.

* There has not been a major abandonment of primary-group resources with increasing urbanization by Latinos in this study.

* A plurality of the Latinos in all three groups watch more Spanish than English-language television. Respondents in all three groups indicate that television is a major means of keeping informed about events in the Latino community.

- The use of Spanish-language radio and dependence on the radio for information about the Latino community is higher than for Spanish-language television.

- Newspaper and magazine reading activity are also characterized by a strong Spanish-language emphasis. This is particularly true of magazine reading.

- A significant percentage of Latinos in all three groups read Spanish-language fotonovellas and comics.

E.2.b. Formal information agencies tend to be viewed as outside the Latino culture.

- The top three sources of reading materials represent barrio sources for purchase of reading materials. The public library ranks seventh in a list of nine sources.

- There is considerable evidence that many key formal institutions are viewed ambivalently or negatively in respect to their treatment of Latinos.

- The Public Library is viewed by three-quarters of those rating the institution as showing a positive attitude toward Latinos. More than one-third of the total sample, however, failed to rate the Public Library. This indicates that the Public Library is an invisible or unknown institution to many Latinos.

E.2.c. Adult education learners, users of print, and public library users represent interactive elements in the urban Latino barrio, and constitute a "communications elite."

- Public Library use is reported by 17% of the sample. Library users are relatively satisfied with the available library services and resources. ESL and other AE activity are significantly associated with Public Library use. Library use is also correlated with the set of reading activity variables, particularly book reading and newspaper reading. The mass media use measures are not significantly correlated with Public Library use.

- Book readers and general print users are generally users of other formal and institutional resources. This relationship is not generally true for those who are predominantly mass media but not print oriented.

E.2.d. Social participation, measured by membership in formal voluntary associations, characterize a significant group of urban Latino residents who tend to share in the "communications elite," and are generally recognized as leaders.

- Membership in FVA's is representative of 35% of the total sample. Most FVA activity occurs in Latino oriented groups. Membership in unions and religious associations accounts for 42% of the total number of reported memberships, or 15% of the total sample. A further 15% of the total sample are members of Latino-based or Latino-oriented organizations, exclusive of labor unions and church groups.

- FVA activity is positively and significantly associated with Reading Activity and Public Library Use. FVA activity is not significantly related to use of the mass media.

- The majority of nonmembers of FVA's believe that Latino organizations have the capability of creating positive changes for the Latino community.

E.2.e. Implications of findings for Public Library service to urban Latinos are varied.

- The use of Spanish for conversation, for mass media use, and for reading activity is of major importance to public library service programs. Public Libraries need sufficient quantities of Spanish-language materials, and these materials should reflect the diverse interests of the Latino people.

- Data in this study suggest that materials read by the Latino population represent formats and national origins not always available through the Public Library. Higher responsiveness of public libraries to the readiness of Latino populations to use materials with greater relevance to the long-term information and cultural needs and interests of Latino individuals and groups is needed.

* The breadth of Latino newspaper and magazine reading activity suggests a cosmopolitan reading orientation. This orientation is closely associated to the ethnic background of the respondents. Public Library support of this reading pattern should be considered.

* The Public Library is still an unknown institution to a significant percentage of the Latino people in this study. This indicates that more skillful public relations programs are needed to permeate the Latino _barrios_ in which the majority of the Latino people live. Heavy use of the Spanish language radio and television stations, which already play an important role in the information environment of most Latinos, could be approached for promotion of library resources and services.

* The impact of English as a Second Language (ESL) and adult education activity by the Latino population in this study also suggests that Public Libraries should concentrate on developing close working relationships with such programs, particularly ESL programs which account for most adult learning among urban Latino populations at this time.

* The Public Library should actively attempt to identify individuals involved in formal voluntary association activity and work closely with them. These individuals frequently act as information gatekeepers and brokers, and should be considered a prime group of potential library users.

* A need for detailed case studies of individuals involved in FVA activity is apparent. Through these and other methods it will be possible to better understand the long range effects of deliberately increasing the amount of informational resource available to affiliated individuals.

* The vast number of unaffiliated individuals represent a major body of individuals who have restricted access to information resources. Public Libraries must reach such people on an individual level, or through neighborhood communication networks. Outreach community programs on the block-by-block level of personal contact should be studied for its effectiveness in reaching the unaffiliated in the context of an ethnic-group orientation.

* It seems doubtful that the Public Library should try to substitute for presently effective sources of reading materials and information networks, but library participation in the neighborhood networks and the Latino organizations will permit the useful role for the Public Library to emerge. Public Libraries should identify FVA's, particularly Latino-based and Latino-oriented groups, and seek to test the concept of Kurtz's central "gatekeeping station" for the many FVA's and other agencies working within the barrio system. Such a "gatekeeping station" might compile and maintain lists of resources, advertise the resources of member organizations/agencies/individuals, and consider the development of a Selective Dissemination of Information (SDI) service on a regular basis for such groups.

* The findings of this study do not dictate specific service programs. The findings do strongly suggest the need for Latino librarians and library workers who can effectively communicate with the Latino people and who are aware of the interpersonal dynamics of the Latino barrio and social system. The Public Library must seek to develop a personal relationship with potential and actual Latino library clients. These relationships require Latino staff members who understand the value and necessity of personal contact and communication with Latino individuals and groups.

* The hypotheses supported by the data of this study confirm the Latino orientation of the sample population who turn to Latinos on both a personal and institutional level for various forms of information and resources. This Latino orientation strongly suggests a style of Public Library service that stresses interaction with individual Latinos and Latino groups at the immediate and local level.

* There appears to be sufficient evidence to support the value of developing store-front libraries and other library service programs that directly place materials, resources, and staff within Latino barrios. The evidence in this study supports the viability of these approaches which are integral parts of the concept of neighborhood information centers.

- * Increased commitment of programs in library education and other agencies preparing information practitioners to integrally incorporate learning components on information-seeking behavior and non-institutional information service strategies appears necessary. Specific programs in library and information science would appear to be strengthened by taking a more sophisticated view of the communication patterns of Latinos and other groups.

- * A major conclusion of this study is that, given a few essential adaptations, the Public Library can fit into the environment of information sources in the Latino community. The Public Library can play an important role in the information environment of Latinos both by (a) suitably adapted services to individual residents of the Latino barrios, and by (b) disseminating resources and information to those groups and individuals who act as links between the information poor and the professional, institutional, and other resources available within and outside of the barrio system.

E.3. Further Analysis of Project Data:

- * Some of the areas for which data was gathered in this investigation, but which have been only briefly considered or omitted from this report, bear further analysis and are briefly described below.

- * Bilingual Education: Respondents with children were asked about their ratings and perceptions of the general school program as well as the bilingual school program. This data bears analysis and would prove very useful in the controversial areas of socio-linguistics and the concern for how bilingual education affects the uses of information in the communication environment.

- * Political Participation and Knowledge: A significant body of data was gathered on the degree of political participation and knowledge by the respondents. This data relates to many of the communication activities discussed in this study. At present, this data is being analyzed by a Latino research colleague and it is expected that his findings will relate to many of the considerations in our analysis of the data.

- * Spanish Language Media: Data on the specific television and radio programs viewed and listened to by the respondents have not been presented in this report. The content analysis of media programs would shed much needed light on the complex area of mass media use and audience gratifications.

- * Content Analysis of Newspaper and Magazine Use: A detailed analysis of the magazine and newspaper titles cited by the respondents would enable a better determination of those personal, socioeconomic, and educational variables that characterize different patterns of reading activity.

- * Prominent Latinos and Latino Organizations: Data were also gathered as to the respondents' perceptions of the most prominent Latinos and Latino organizations in the barrios and city. Analysis of this data would provide a parallel focus for interpreting FVA activity and the role of political and social organizations in the Latino community. This data would also enable a clearer understanding of the role of such individuals and organizations in the area of resource utilization.

- * Any additional analyses of the data should incorporate multivariate techniques to the degree which they are applicable.

E.4. Other Areas for Investigation:

- * There is an increasing need for studies that consider the impact of language on resource utilization.

- * Questions on library use need to be pressed further in relation to many of the social and communication variables at work in the information environment. An extension of this investigation should logically examine the individual modes of respondent problem specifications and resolution and seek to develop strategies by which librarians can effectively function within the Latino communication environment.

- * Development of measures of the quality of library service are needed. Comparably, library use measures are needed to tap the role of the Public Library in people's lives. Both new approaches and new measures should be developed in these areas.

* Additional research is needed in the area of the social and psychological determinants of adult information seeking and media use. This is particularly true for linguistic, cultural, and racial minorities who have developed their own means for securing information from the diversity of communication channels through which information flows.

* Succeeding investigations might provide a closer study of our finding that individuals involved in adult education activities are more likely to be active readers and Public Library users. Such research should specifically focus on the relationship of ESL/AE activities to reading patterns through the use of the case study and small group participant observation method over significant periods of time.

* There is a need for improved instrumentation through which it will become possible to look at qualitative dimensions of activity measured here on nominal and quantitative lines. This is true, for example, in the areas of distinguishing between instrumental and expressive FVA's; in assessing the qualitative dimensions of mass media use or reading activity; in joint study of ethnic group information needs and the library services available to meet those needs.

* There needs to be more precise attention in future investigations to the methodology used in related Latino-oriented research investigations. For example, there has been insufficient attention to the complex questions of sample design. Specifically, researchers must come to grips with accurate estimates of population parameters of Latino people, given the high incidence of undocumented individuals, population mobility, geographic dispersion, and the question of what constitutes a household unit.

* In this same area of improved methodology, researchers must develop community support and input in research studies which are directly related to the community. This consideration implies the professional responsibility of the investigator to make available to the respondents, and to the community as a whole, the findings of the study.

E.5. Final Words:

* This study has established a broad base of data on the three major Latino groups who share a common urban environment. It invites similar types of investigations for comparison of findings and conclusions in the areas of communication behavior and resource utilization.

* Some of the data reported in this study challenge earlier interpretations, such as our finding on the maintenance of Spanish language use and of primary-group relations through the process of urbanization.

* The conclusions and findings summarized in this report must be subject to the limitations of the design and methodology of the study, with its emphasis on the urban barrio Latino population and its exclusion of a study of the related public library service.

CHAPTER II

INTRODUCTION AND RESEARCH PURPOSE

Introduction

This investigation deals with the interaction of communication channels and the social institutions that mediate between the needs of Latino individuals and the informational resources available in an American urban milieu. The subject for this investigation was developed in the belief that a study of Latino attitudes toward and uses of the traditional and formal mass media would require attention to the extent of social participation and use of informal communication channels by the three major Spanish Speaking groups. If the public library is to begin to understand the relative roles and uses of primary and secondary group resources for information gathering and problem solving by ethnically different Spanish Speaking, it must start by developing communication models of information-coping behaviors relevant to these special publics.

The problem this study addresses is not what prevents Latino utilization of the public library, but rather how the public library and other informational agencies can more effectively serve within the context of the communication environment of the diverse Latino population. A major assumption of this study is that the public library has been as invisible to the Latino people as the Latinos have been to the public library. This study is based on the perception that the public library has not played an important or effective role in the life of Latino individuals or of the Latino community because it has not understood the communication networks or patterns of social participation within the Latino community.

By understanding the nature of Latino communication channels and alternative resources, the public library may still become a viable and valuable community resource. A step is taken with this investigation to develop and test a descriptive model of the communication behavior of an urban sample of Latinos and to determine the conditions under which formal or informal information resources become salient for an urbanizing Latino population.

Problem Overview

The Spanish Speaking or Latino people is the second largest body of disadvantaged people in the United States.[1] This study focuses on the information-related problems of this population. In this "nation of immigrants," the study of ethnic populations and their relations to societal institutions has long been a concern of the social sciences. The present investigation is in this tradition.

Ethnicity--that concept used to encompass an individual's subjective identification with a larger collective group on the basis of race, religion, or nationality, as well as the categoric description of a group based on these characteristics--has regained prominence as an important factor in social analysis since the crisis of the 1960s. The crisis of race in contemporary America has once again highlighted ethnicity, ethnic groups, and ethnic relations in the United States.

The current growth of studies of ethnicity includes a rather late discovery of the Spanish Speaking as a cluster of national ethnic minorities. The earlier oversight of ethnicity as a focal variable in the analysis of information-seeking behavior and social participation has been primarily attributed to the assimilationist ideologies present in this society regarding its ethnic groups.[2] Basic to the assimilationist ideologies is the belief in the disappearance of ethnicity in American life, with the view of mass media facilitating the acculturation of ethnics and minorities to mainstream culture.

The recent attention given to the Spanish Speaking is a consequence of change both in the larger society and among the Latinos themselves. Prior to this national attention, the Spanish Speaking in general, and particularly the Mexican Americans, when considered at all, were thought to be this nation's silent minority or invisible people and well along the path to full assimilation into American society. The last decade has seen a phenomenal growth of ethnic mobilization and ethnic consciousness among the Spanish Speaking groups. This growth in group awareness has been attributed to the development of an ideology of ethnic consciousness and cultural nationalism which is best symbolized by such terms as "La Raza," "La Causa," and "Chicano Power."[3] This study will focus on the intersection of the concepts of ethnicity and social participation and the relationship of these concepts to the role of the public library in the communication networks of the Spanish Speaking.

The Latinos

Together, the Spanish Speaking people make up the second largest national minority, estimated in 1975 at more than twelve million people.[4] The Mexican Americans alone, the single largest Latino group once largely limited to the Southwest, number more than 6.5 million and perhaps much more, depending on the inclusion of the various estimates given for the undocumented workers and their families.[5] The 1975 Census report also estimated about 1.7 million persons of Puerto Rican origin living on mainland U.S., about 740,000 persons of Cuban origin, 670,000 persons of Central or South American origin, and about 1.4 million persons of other Spanish origin.[6] A description of the socio-demographics of the Latino people is more fully presented in the chapter on methodology.

Throughout most of the twentieth century the magnitude of Latino migration into the United States increased significantly until it reached tidal wave proportions. In response to the observation by some social scientists that the current Latino immigrants are but the latest of ethnic immigrants to reach this country, at least two major differences between the contemporary Latino immigrants and the earlier European ethnic immigrants should be noted.

First, the Latinos, particularly the unskilled, have not enjoyed the economic opportunities available to nineteenth century European immigrants; in particular, the urban centers in which the Latinos settled did not generally provide the channels of economic mobility present in the labor intensive economy encountered by the earlier European immigrants.[7] Secondly, the current wave of Latino immigrants has not experienced the political opportunities open to European ethnics in the machine-dominated cities of the Eastern seaboard which, in addition to providing services and patronage, also offered additional avenues of upward mobility.[8]

Since 1960, the number of legal Mexican immigrants has consistently surpassed the number of immigrants from any other single country.[9] But the primary characteristic of Mexican migration into the United States is not legal migration, but rather it is the flow of undocumented workers and their families. During 1973, for example, more than one half million illegal Mexican aliens were apprehended in the Southwest alone. That number represented an increase of more than 200,000 illegal aliens over the estimate for the preceding year. This estimate takes into account the double counting of apprehended aliens (i.e., the same individual arrested more than once during the year).[10]

As recently as the 1940 Census, even considering then the potentially large undercount of Latinos, the number of Spanish Speaking people in the United States was exceeded by other "alien tongue" speakers of European stock: Germans, Italians, and Poles.[11] This trend has been reversed to the point that the 1975 Advance Report Series of the Bureau of the Census on language usage indicates that approximately four million persons (four years and over) reported Spanish as their usual language.[12] This same 1975 estimate of language usage also indicates that over two million of those indicating Spanish as their usual language have difficulty in speaking or understanding English.[13]

In the last two decades an increasing number of studies have focused on the ethnic diversity of the Spanish Speaking people.[14] The Spanish Speaking minorities are in many ways unique among our nation's immigrant people. No other language family has combined so great a linguistic unity and so large a common core of culture with such a variety of racial stocks and historical backgrounds. From the Hispanics of North Central New Mexico (their preferred term) who constitute a cultural island of colonial Spain to the mestizo Mexicans of the Southwest to the racially diverse Puerto Ricans in Puerto Rico and the mainland, their diversity of racial compositions and social, political, and historical backgrounds characterizes the fluidity of the Latino people.

In general the people and social institutions in the Southwest reflect the greatest awareness of the indigenous and immigrant Mexican American people. In a similar manner the people and institutions of New York to some degree reflect the Puerto Rican population, and Floridian social institutions have become increasingly responsive to the visible and articulate Cuban population. Yet, throughout the United States false stereotypes and indifference to the problems of the Spanish Speaking appear to be the norm. This has been generally true of both the general public and of social institutions such as the public library.

Only recently have public agencies shown awareness of the fact that the people of Latino background form a sizable, permanent, and increasingly vocal part of our population. As a cluster of ethnic and linguistic groups, Spanish Speaking Americans in the United States are highly differentiated from the dominant society on nearly every criteria of social and economic position. This diverse population is characterized by widespread disadvantagement by nearly every yardstick--educational attainment, occupational status, home ownership, and income, to name only a few.

The Public Library Response to Latinos

Historically, public library services to the major non-English speaking groups most frequently developed in response to the needs of European immigrants. The library literature of the late nineteenth century and early twentieth century contains numerous examples of exemplary library programs for the German, Scandinavian, Italian, Polish, and other ethno-linguistic groups.[15] For many of these groups the public library has a history of quick and effective response in providing information, materials, and special programs for the daily and long-term needs of the new Americans. Library services and programs of a similar nature for our nation's indigenous Native American and Spanish Speaking populations cannot claim a parallel history. The American public library has a disappointingly poor history of service to the nation's largest non-English speaking group, the Spanish Speaking people.

Despite the long history of Latino immigration to the United States, the history of public library service to the

Spanish Speaking is an event of the last two decades. The library's response to the predominantly Mexican American people in the Southwest before the decade of the sixties can be described succinctly as sporadic in the urban centers and rare in most of the rural Southwest. The general neglect of the Southwestern Mexican Americans can be contrasted with the individual case of the intensive response of the New York Public Library to serving the Spanish Speaking Puerto Ricans in the decades of the twenties and again in the sixties and seventies.[16]

Beginning in the early 1960s, the public library began to plan and implement services for the largest of the Spanish Speaking groups: the Mexican Americans. Frequently financed with federal funds made available through the Library Services and Construction Act or grants from the State Library, efforts were made by public libraries to induct the Spanish Speaking people into use of the library's resources. The question the library seemed to be asking itself was: "What prevents the Spanish Speaking from utilizing the library?"

The first answers developed by the public library included storefront libraries, Spanish language collections, community book depositories, bilingual audiovisual programs, specially designed media mobiles, Spanish Speaking staff or consultants, and other means to reach out and into the Spanish Speaking community.[17] The response of the Spanish Speaking can be characterized generally as one of slight library use or total indifference to library efforts.

By the early 1970s, conscientiously developed public library programs in large urban centers such as Los Angeles, New York City, Chicago, and Miami, and small rural communities such as Van Horn, Texas and Beaver Dam, Wisconsin, have encountered many of the same difficulties in reaching and serving the Latinos. Lack of bilingual professional staff, difficulty in locating and purchasing bilingual and bicultural materials, and apparent apathy by the Latino community were but a few of the many problems to be coped with by the libraries.

The present practice of public libraries serving the Latino populations in the 1970s can be broadly described as taking one of two forms. The first is the adaptation of traditional services which do not differ significantly from the services being provided for the English speaking population. This has been the predominant mode and will be documented in the literature review in Chapter III. The second approach has been the outreach or innovative library service strategy which normally stresses community involvement and interactive programming.

It is suggested in this study that a major reason for the public library's disappointing record is that library and informational services to the nation's more than twelve million Latinos is frequently based on insufficient knowledge of the formal and informal Spanish Speaking communication environment and on a service delivery tradition that has been documented to have little impact in the lives of the Latino public. This problem is the underlying focus of this research investigation.

The Latino and Communication Barriers

In a 1972 survey of library services to the Southwestern Spanish Speaking, evidence gathered from eleven cities pointed to the limited success of library and information programs directed to the predominantly Mexican American Spanish Speaking population.[18] This same study pointed out that even the few Mexican American users were largely unaware of nonbook information or referral services available to them through the public library.[19] Assessment by this survey seems typical of public library incapacity generally to serve a significant proportion of the Spanish Speaking.

The public library has not effectively become part of the existing communication network of the Latino people. The reasons for this situation are many, but the heart of the problem may well be the public library's insufficient base line of knowledge on Latino reading activity, use of the mass media, extent of neighborhood-based interpersonal information seeking, associational patterns and use of local information resources.

In order to begin articulating the many interrelationships between such factors as language proficiency, use of the mass media, socioeconomic status, cultural values, organizational participation and their historical antecedents, a base line of data on a representative sample of Latinos must be developed. Such base line data would facilitate the development of information or referral service that could link Latino ethnic minorities with formal institutional resources.

The problem of how public libraries can bring their material and professional resources to bear on the information needs of the Spanish Speaking, particularly the urban Latino poor, is particularly relevant when considering the diversity of their needs. The Latino people in general, and the Mexican American and Puerto Rican people specifically, are caught in a pattern of information poverty, a pattern which restricts access to information for solving problems in such critical areas as health, housing, employment, and education. The plight of the Spanish Speaking individual living in the core city, where new cultural groups typically come into the older neighborhoods and replace other ethnic groups who have moved en masse or assimilated into other areas, presents a difficult service challenge to the public library.

Keeping abreast of the changes taking place in urban centers is a demanding task, even for the well-educated. For the uneducated or barely literate Latino adult, for whom information access is a survival concern, the task of achieving psychological as well as physical access is herculean. The Latino's information-gathering skills are restricted by the linguistic subculture within which he lives and which removes him from the English-language flow of mass media information, as well as the large body of English-language published information that is readily available to the English-speaking society at large.

Frequently, the Latino individual is further hampered by a low reading ability. The chances are five out of eight that the Mexican American or Puerto Rican student will leave school before the eighth grade.[20] This phenomenon has not been as true of the Cuban population, whose educational attainment closely parallels Anglo levels. As a result of the high dropout rate and limited English-language ability, the Latino communities have a disproportionate number of urbanizing persons who are functionally illiterate in two languages, both his native Spanish language and adopted English language. This high rate of illiteracy or low functional literacy, in combination with a Spanish-language dominancy, impairs the individual's level of operation in obtaining work, purchasing consumer goods, and most other important daily and life tasks. In effect, both the recently urbanized Latino and long-term city resident are frequently unable to function adequately in a literate and largely non-Latino cosmopolitan society.

The family of the illiterate or monolingual Spanish Speaking suffers as well. Latino communities are characterized by high unemployment rates, low income population, and inadequate housing and poor health.[21] These and other factors contribute to the Latinos' restricted information universe. Combining these problems with the linguistic and cultural barriers that stand between the Latino people and the predominant Anglo population, the need for adequate and effective information services becomes readily apparent.

The Latino Information Network

One major factor has limited the impact of public library approaches to effectively serving the Latino public: the difficulty which both the institution and the special library program for Latinos have in becoming an accepted or integral part of the traditional information network of the Latino neighborhood. Although the evidence is sparse in detail on the actual communication behavior of Latinos living in the major urban and city-core areas, there is a growing body of survey and research-based literature which suggests that most Latino barrios have an extensive and heavily utilized informal urban structure and network for quickly transmitting resources and information within the barrio.[22] This same body of literature suggests there are a number of reasons which may be at work in explaining the low utilization of formal resources by Latinos offered by "helping agencies," including the public library.

There are many barriers to information accessibility. A recent pilot study on the information needs of urban residents identifies a number of basic two-element linkages that unite individual information needs and problems to information sources and solutions.[23] The two-element linkages of central concern to this analysis of the Latino informal communication network are: the linkage of individual residents to their information sources and the linkage of information sources to solutions to needs and problems. It is these two linkages which bear relevance to the concern with the role and functions of the informal communication network. One major problem in utilizing the informal communication system by Latinos is the inefficiency of the system in linking resources to needs and problems.

A recent body of sociological and urban anthropological studies focus on individuals who transfer resources and information to people. These individuals can be characterized as information brokers or gatekeepers. These gatekeepers frequently use informal channels to transfer resources or information within ethnic communities to people with needs or problems. When these information brokers and gatekeepers spend too much time and effort looking for resources to which they have limited or no access or are using unlikely channels to gather and channel information, the informal communication system becomes less efficient and accurate.

The components of the social network--family resources, formal associations, peer-group ties, occupational groups, neighborhood structures, and other formal and informal groups--are also important, if not core, elements of the total community information system. Several widely influential studies of an ethnographic nature have considered the significance of informal resources for urban socialization. The information network briefly described here operates largely through interpersonal ties and contacts. This informal facet of the information network is conceptualized by some sociologists and communications theorists as being a primary information resource and counterpart to information gathered through the more formal institutional sources such as the mass media and print oriented library agencies.[24] In sum, both individuals and formal structures (voluntary or bureaucratic) operate within ethnically based social and informational networks which share many of the same functions.

Returning to the discussion of those individuals who act as links between individuals with problems or needs and the resources available either within or outside the reference community, the focus turns to what characterizes the information brokers and gatekeepers. It is particularly relevant to consider those individuals whose roles bring them into frequent contact with many other residents and those individuals who participate in local institutions and voluntary associations such as church groups, social clubs and community action groups. The informal communication network is a significant part of the communication environment of the Latino community and has been only marginally understood by the public libraries serving the Spanish Speaking. This study will present profiles of communication patterns and provide some clues as to the creation of needed linkages between informal and formal institutional resources used by Latinos.

Recognizing the weight given the thesis that the public library cannot be all things to all people and that the public library should concentrate primarily on groups of potential prime users (e.g., the culturally alert, information leaders, community spokesmen), we must ask whom the public library can expect to be the prime users from the Spanish Speaking groups? Besides the traditional clientele of educated and economically advantaged, are there other groups of prime users receptive and willing to utilize the public library as an information agency within the context of the Latino information network?

The preceding discussion on the informal communication network suggests that unaffiliated and affiliated gatekeepers and members of formal voluntary associations may be such a group of potential prime users. Members of formal voluntary associations often pursue active purposes that frequently require information.[25] The literature on the modes of minority group social participation, specifically the research on the role and functions of ethnically based formal voluntary associations, will be reviewed in Chapter III. For now, a brief explication of social participation as a form of collection action and how it functions within the informal communication network as an informational resource for local gatekeepers will clarify a major focus of this study.

The Role of Social Participation

Social participation refers to a wide range of specific activities. Voting in elections, card-playing, contributing to charitable causes, belonging to neighborhood improvement associations, protesting racial discrimination, and many other activities come under the heading of social participation.[26] One focus in this study is on social participation through formal voluntary associations, with association membership mediating between the isolated and potentially powerless individual and the massive state.[27] The formal voluntary association has been frequently viewed as a coping form of social organization in the cities, particularly for ethnic and disadvantaged groups.

Formal voluntary associations can function to channel information into local communities and, through joint activities of individuals, to interpret the relevance of the information to local application. The collecting and processing of information by formal voluntary associations provides a frame of reference by which individuals can gain a broad perspective on their own activity and their environment. The formal voluntary association is part of the linkage that unites an individual with others in common purposeful activity. In short, participation in formal voluntary associations can help to break the patterns of restricted information access for Latino adults and bring individuals into contact with information denied the isolated individual.

Although "welfare bureaucracies" have proliferated in the last two decades and appearingly replaced to some degree the local voluntary or political organizations for some ethnic communities, there has been a resurgence of formal voluntary associations to confront the welfare and other bureaucracies. The contemporary growth of ethnic-based voluntary associations that mediate between personal needs and the resources available in the community has enabled minority individuals access to ideas and information both within and outside the ethnic neighborhood.

In much the same way that a sense of community involves people joining together to achieve certain goals, formal voluntary associations and other community structures operate as communications links and cultural legitimizers in the chain of informal authority between various levels of community leadership and the community at large. Community structures such as formal voluntary associations comprise an important and significant part of the general community structure which also includes formal community institutions such as the public library.

Purpose of the Study

A lack of knowledge of the communication patterns in the ethnically distinct Latino populations and of the contexts suitable for service to these Latino people has limited the significance of U.S. public libraries' service to Spanish Speaking people. This exploratory study develops an extensive base line of data on the interrelated aspects of the communication behavior, resource utilization, and organizational activity of the three major ethnic Latino groups--Mexicans, Cubans, and Puerto Ricans. This data base provides representative and descriptive sociodemographic and communication profiles of the attitudes toward and uses of the traditional mass media as well as informal communication channels of the Latino people. These profiles should suggest means by which public libraries and other informational agencies can more effectively operate within the context of the communication environment of Latino people.

In describing the Latino communication environment, it becomes necessary to also develop a picture of Latino social participation as it relates to the extent of participation in formal voluntary associations and the utilization of formal informational and social agencies. It is within this context that an examination of the role of formal informational agencies such as the public library can be related to the communication patterns of Latinos.

By developing and testing the relationships between social participation and communication patterns, it is possible to characterize both the Latino potential prime users of the public library, and the means by which they can best be served by the public library.

To accomplish the above purposes, a survey research design is used to develop a broad data base on Latino communication patterns, resource utilization, and organizational activity. Emphasis is on Latino use of formal or informal resources, particularly their participation in formal voluntary associations and how such activity relates to use of the mass media and informational agencies such as the public library. This research enables an examination of how the public library compares with the Latino population's perceptions and uses of the formal mass media, other formal agencies, and informal communication resources.

Summary

The purpose of Chapter II was (1) to briefly identify the past and current levels of response of the public library to the needs of the Spanish Speaking; (2) to indicate how the pattern of information poverty and social conditions of the Spanish Speaking community contribute to a restricted information universe; (3) to suggest how knowledge of the Latino information network, with emphasis on Latino use of interpersonal resources and participation in formal voluntary associations, can enable the public library to bring their material and professional resources to bear on Latino information needs; and (4) to offer the assumption that there are logical groups of prime users of public libraries in the Spanish Speaking communities in American cities.

To accomplish the purposes of the study, the objectives of this investigation will be (1) to describe and examine the communication environment and the communication media used by a sample of Latino adults residing in an urban area; (2) to relate aspects of participation in formal voluntary associations and utilization of informal resources to the use of electronic and print media, and (3) to identify the predictive strength of socio-structural variables that contribute to nonuse of information resources and formal voluntary associations.

Specific hypotheses derived from the objectives of this study and from the literature review (Chapter III) are given in Chapter IV--METHODOLOGY. In general, this study will focus on a group of hypotheses that relate Latino utilization of informal resources and participation in formal voluntary associations to levels of mass media use and use of formal information agencies.

Notes to Chapter II

[1] The terms Spanish Speaking and Latino are used interchangeably and refer to any individual of Spanish origin or who speaks Spanish or to indicate a group which speaks Spanish as a first language. The research described in this investigation focuses on the three major Latino groups: Mexican Americans, Puerto Ricans, and Cubans. The term Chicano will be used for describing primarily individuals of Mexican ancestry born in the United States who self-identify with the rise of Latino ethnic consciousness. The battle of the name (whether an individual prefers to be identified as a Chicano, Mexican, or Hispano, for example) continues to demonstrate a varied cultural response by both Latino individuals within and across the ethnically distinct Spanish Speaking groups. None of the Latino identification terms are hyphenated in this study.

[2] For a discussion of these assimilationist ideologies, see for example: Lloyd Warner and Leo Srole, The Social Systems of American Ethnic Groups (New Haven: Yale University Press, 1945); Harry Bailey and Ellis Katz, eds., Ethnic Group Politics (Columbus, Ohio: Charles Merrill, 1969); and Sidney Verba and Norman Nie, Participation in America: Political Democracy and Social Equality (New York: Harper and Row, 1972).

[3] Among the several texts and readers currently available on the political and ethnic consciousness of the Latinos are: John Burma, ed., Mexican-Americans in the United States (Cambridge, Mass.: Schenkman, 1970); F. Chris Garcia, Chicano Politics (New York: MSS Information Corporation, 1973); F. Chris Garcia, ed., La Causa Politica: A Chicano Politics Reader (Notre Dame, Ind.: University of Notre Dame Press, 1974); and Stan Steiner, La Raza (New York: Harper and Row, 1969).

[4] U.S. Bureau of the Census, Department of Commerce, P-20, No. 290, Current Population Reports, Population Characteristics, Persons of Spanish Origin in the United States: March 1975 (Washington, D.C.: Government Printing Office, 1976), p. 3.

[5] For a discussion of the controversy regarding census undercounts see: U.S. Commission on Civil Rights, Counting the Forgotten (Washington, D.C.: Government Printing Office, 1974); Isidro Lucas, "The Spanish Speaking in Region V," Chicago: U.S. Department of Health, Education, and Welfare, Region V, 1976 (Mimeographed); Leobardo F. Estrada, Jose Hernandez, and David Alvirez, "Using Census Data to Study

the Spanish Heritage Population in the United States" (paper presented at the Conference on the Demographic Study of the Mexican American Population, held May 17-19, 1973, at the University of Texas at Austin, sponsored by the National Institutes of Health, Department of Health, Education and Welfare).

[6] U.S. Bureau of the Census, Department of Commerce, *Persons of Spanish Origin: March 1975*, p. 3.

[7] National Advisory Commission on Civil Disorders, *Report* (Washington, D.C.: Government Printing Office, 1968).

[8] See Oscar Handlin, *The Uprooted* (Boston: Little, Brown, 1951); and Stephan Thernstrom, *The Other Bostonians* (Cambridge, Mass.: Harvard University Press, 1973).

[9] Vernon M. Briggs, *Mexican Migration and the U.S. Labor Market* (Austin, Texas: Center for the Study of Human Resources and the Bureau of Business Research, 1975), p. 3. For an extensive treatment of Mexican American migration, see: Manuel Gamio, *Mexican Immigration to the United States: The Record and Its Implications* (Chicago: University of Chicago Press, 1930); and Carey McWilliams, *North From Mexico. The Spanish-Speaking People of the United States* (New York: Greenwood Press, 1968).

[10] Vernon M. Briggs, *Mexican Migration*, p. 4.

[11] John Burma, *Spanish Speaking Groups in the United States* (Durham, N.C.: Duke University, 1954), p. v.

[12] U.S. Bureau of the Census, Department of Commerce, *Language Usage in the United States* (Washington, D.C.: Department of Commerce, 1976), p. 1.

[13] Ibid.

[14] The following studies offer an introduction to the Spanish Speaking groups: John Burma, *Spanish Speaking*; Stan Steiner, *La Raza*; and Leo Grebler, Joan Moore, and Ralph Guzman, *The Mexican American People* (New York: Free Press, 1970). John Burma's study is a seminal work of the field for its early accounts of New Mexican Hispanos, the Mexican Americans, and the Puerto Ricans of New York.

[15] See for example: William R. Randall, "What Can the Foreigner Find to Read in the Public Library?," *Library Quarterly* 1 (January 1931), pp. 79-88; American Library Association. *A Survey of Libraries in the United States,* v. 3: Chapter 14, "Work With Foreigners" (Chicago: Ameri-

can Library Association, 1927), pp. 218-259; International Research Associates, Access to Public Libraries (Chicago: American Library Association, 1963), pp. 79-84; Jacob S. Epstein, "History of Urban Main Library Service," Library Trends 20:4 (April 1972), pp. 614-615.

[16] For a description of the New York Public Library's service to Puerto Ricans see Nilam Stitt, A Beginning: Library + People + Corazon = Loving Service. The South Bronx Project of NYPL (New York: New York Public Library, 1974).

[17] See for example: William Ramirez, ed., "Libraries and the Spanish-Speaking," Wilson Library Bulletin 44:7 (March 1970), entire issue; California State Library, "Library Outreach in California," News Notes of California Libraries 67:3 (Summer 1972), entire issue.

[18] National Education Resources, Inc., A Systems Analysis of Southwestern Spanish Speaking Users and Nonusers of Library and Information Services Developing Criteria to Design an Optimal Model Concept (Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Libraries and Educational Technology, 1972).

[19] Ibid., pp. 6-3, 6-4.

[20] U.S. Department of Health, Education and Welfare, Study of DHEW Services to Ethnic Minorities, RFP-59-72-HEW (Washington, D.C.: Department of Health, Education and Welfare, Office of Education, 1972):Enclosure 1, p. 2.

[21] U.S. Bureau of the Census, Department of Commerce, Persons of Spanish Origin: March 1975, pp. 1-27.

[22] See for example: Norman R. Kurtz, "Gatekeepers: Agents in Acculturation," Rural Sociology 33:1 (March 1968), pp. 63-70; Joan Moore, "Mexican Americans and Cities: A Study in Migration and Use of Formal Resources," International Migration Review 5:3 (Fall 1971), pp. 292-308; Lyle and Magdaline Shannon, Minority Migrants in the Urban Community (Beverly Hills, Calif.: Sage Publications, 1973).

[23] Edward S. Warner et al., Information Needs of Urban Residents (Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Division of Library Programs, 1973), pp. 13-15.

[24] See for example: Joan Moore, "Mexican Americans and Cities"; Carolyn Matthiason, "Coping in a New Environment: Mexican Americans in Milwaukee, Wisconsin," Urban Anthropology 3:2 (Fall 1974), pp. 262-277; Leo Grebler et al., Mexican American People; and Norman R. Kurtz, "Gatekeepers."

[25] Edward S. Warner et al., Information Needs, p. 1.

[26] This concept has been suggested in the writings of John N. Edwards and Alan Booth, Social Participation in Urban Society (Cambridge, Mass.: Schenkman, 1973), pp. 4-5.

[27] The mediation hypothesis has been investigated by Ruth C. Young and Olaf Larson, "The Contribution of Voluntary Organizations to Community Structure," American Journal of Sociology 71 (September 1965), p. 186; Joan Moore's "Mexican Americans and Cities"; Carolyn Matthiason, "Coping"; and Louis Wirth, "Urbanism as a Way of Life," American Journal of Sociology 44 (July 1938), pp. 284-294.

CHAPTER III

LITERATURE REVIEW

Introduction

The previous chapter pictured the structure of Latino communication networks with attention to how various communication channels and social institutions may be seen to mediate between the needs of Latino individuals and their use of different forms of informational resources. The problem confronting public libraries is how they, as social institutions, can more effectively operate within the context of the Latino communication environment. This investigation is concerned with the willingness of respondents of Mexican, Puerto Rican, and Cuban heritage to utilize formal, institutional-professional resources as contrasted with their contact and use of informal primary-group resources. A related focus is the propensity of these groups to utilize Latino as compared with Anglo resources.

Given the distinctive nature of Latino or Spanish Speaking groups, a rationale has been offered for gathering data by means of a survey investigation of the three major Spanish Speaking groups' behavior and attitudes in the areas of: the role of formal and informal group resources for problem solving and information seeking; the extent of reading activity and use of the mass media among urban Latino population groups; and the extent and variety of social participation through involvement in formal voluntary associations, particularly ethnically-based groups.

The theoretical basis for this study rests on the often tested model that the social units of the interpersonal network--family, neighborhood and other informal groups, formal associations, occupational groups--are links between the individual and the totality of society. This same general social network model defines the community as an area of common activity and interest composed of institutions, organizations, and informal groups which are interdependent in the total system of community life. If it can be empirically tested that Latinos in an urban environment have an ethnically special way of structuring their access to urban resources, particularly the utilization of information resources such as the public library, through strong intra-group information networks, it may be possible for the public library to begin some form of integration into this "minority mode" of resource utilization.

The Scope of the Literature Review

The literature review presented here confirms the interdisciplinary nature of much of the previous research on Latinos and diverse communication networks. In general, a review of the literature, both theoretical and survey research, on Latinos demonstrates a lack of concern with both the general focus or specific attention to each of the major Spanish Speaking groups and their information gathering and information resource management. Large scale studies of ethnically distinct Latino collectivities are a recent phenomena and are basically concerned with model building rather than hypothesis testing. In our case the relationships selected for analysis are based on a wide review of the existing literature that have as their nexus the facets of the communication environment and the needs of special publics, particularly the Spanish Speaking.

The primary areas of focus in this literature review are (1) the post-World War II library literature and research on Latino attitudes towards and use of the public library; (2) the related library and media use studies; (3) the related literature on the information environment of disadvantaged and other urban groups; (4) a specialized focus on Latinos, informational resources, and the mass media; (5) the literature that provides some theoretical and empirical insights on the general concept of social participation; and (6) the relationship of social participation to the theories of acculturation, assimilation, and the models of minority-ethnic participation styles.

The purpose of this interdisciplinary and integrative review is to generate the rationale for selecting the variables and relationships for investigation in our survey research study. Throughout this review of the salient literature, special attention will be paid to a concern for those integrative studies that attempt to control for ethnic group membership as one of the independent variables in the aforementioned areas.

Latinos and Libraries

Until the late 1960s, the available evidence on use of the public library and the reading activity of the Spanish Speaking was deficient in both quantity and quality. With the exception of a small number of articles and unpublished theses by sociological investigators of Latino culture, the lack of attention to the library and reading habits of the nation's largest non-English speaking population persisted up to the last decade.

In 1972 the National Education Resources Institute (NERI) published the findings of a systems analysis of a sample of Spanish Speaking library users and nonusers (N=2,900) on issues related to the extent of Latino library use.[1] This primarily Mexican American sample, drawn from five Southwestern states, demonstrated that less than one-quarter of those surveyed identified themselves as library users. It was also found that approximately one-third of the library users reported that they were not owners of library cards.[2]

A series of NERI questions tapped the language orientations and abilities of the sample and related these language factors to library use. Monolingual English speakers reported the highest percentage of usage and the monolingual Spanish speakers reported the lowest library use rate. The relatively large percentage of self-reporting bilingual respondents would apparently account for the finding that the majority of both users and nonusers are bilingual.[3] It is not reported what language(s) were used in the questionnaires or whether the questionnaires were administered by a bilingual staff. These factors may have had some effect on the reliability of the questionnaire instrument.

Like most general library use studies document, NERI data indicates that school age individuals and educated Latinos utilized the library more than the older and less educated Latino population.[4] Other findings of this study were that Latino library users tended to read considerably more than nonusers; nonusers, on the other hand, were characterized by more frequent television viewing, radio listening, and newspaper or magazine reading.[5] These relationships of differential use rates of the mass media and their association with library use have been found in the majority of other investigations of general and specific library publics.

On a question asking "Where would you go for information?", sixty percent of the NERI nonusers reported they would seek out a friend or local contact rather than turn to the library staff, political leader, or other sources.[6] The unfortunate ambiguity of the question in not specifying the nature of the information needed casts some doubt on the respondent's understanding of the question. Yet, this NERI finding tends to support the general notion of the importance of the interpersonal communication link within the communication environment and use of informal resources within the Latino community. This concept of informal communication channels in the community will be considered in the review of related professional literature on the information environment of urban and ethnic populations.

A 1973 evaluation of the Albuquerque Model Cities Library Materials and Cultural Centers was designed to compare different ethnic and socioeconomic groups in relationship to library use.[7] Personal interviews were conducted with a sample of Anglo, Latino, and Black residents of the economically disadvantaged Model Cities Library Service area and of residents of a similar area without special library services. Personal interviews were also conducted in a middle-income area of Albuquerque. The results of these three sets of surveys were then compared to discover differences in attitudes of respondents in the areas related to the availability and type of library services offered. In the form of a non-panel posttest, a similar survey was conducted again in the Model Cities area to determine if differences in attitudes toward and use of the library had arisen after nine months of special library service to the Spanish Speaking. This extensive case study approach utilizing a cross sectional sample at two points in time is relatively unique in a major library study of users and nonusers, particularly for an investigation which focuses primarily on the Spanish Speaking population.

The findings of the Albuquerque study parallel those of the NERI study. Rates of Latino use of the Albuquerque Model Cities Library was highest among young people, particularly those still attending school.[8] The majority of the Model Cities Library users were monolingual English speakers, or bilinguals, with the lowest percentage of users being the monolingual Spanish speakers.[9] The greatest impact in the Model Cities Library Service area was among the young, with the adult residents largely unaware of the existence or services of the Model Cities Library. No data was gathered or hypotheses tested on any other aspects of the general communication behavior of the respondents or their potential use of leisure time.

The NERI study and the Albuquerque Model Cities Evaluation have remained, until now, the most extensive studies of library use by any Latino groups, in this case the Mexican Americans. Yet, neither one of these studies developed predictive models or went beyond use of the Chi-square (x^2) test of acceptance in the bivariate testing of variables assumed to be contributing to the question of library use or related concerns. There is still a critical need for library use or informational oriented survey research studies that are designed to apply correlational and other analyses to hypothesized relationships with data on groups such as Latinos.

The library's response to the Latino population, as noted in Chapter II and described in the library literature, has taken generally one of two forms. The first is the adaptation of traditional services which do not differ significantly in substance or form from the services being provided for the general English Speaking people. This has been the predominant form and has had limited success in reaching the Latino population. This approach is characterized by the primarily impressionistic and exhorative library literature frequently authored by non-Latino librarians on Latino library services.

The second approach in serving the Latino population can be characterized as the outreach or innovative library service which stresses community involvement and interagency programming. Examples of this approach are evident in the efforts of the Latin American Library (Oakland, California), the El Centro Library (Chicago), the Albuquerque Model Cities Library, the Biblioteca del Barrio (El Paso, Texas), the South Bronx Project (New York City), and the Milwaukee Spanish Speaking service.[10] The literature describing this second approach occasionally makes references to or offers general descriptions of some aspects of reading activity and use of the mass media by the Spanish Speaking. But rarely is there offered any substantial analysis or focus on how the library service program is specifically tailored to operate within the communication networks of either the general population of Spanish Speaking people or the individual Latino collectivities.

Library and Media Use Studies

A review of library and media use literature since World War II does reveal a significant and growing body of literature which relates library use, book reading, and use of the mass media to the general concepts of resource utilization and participation in the informal information networks and formal voluntary associations, which are focal variables in this investigation. A general comment applicable to this vein of literature is the frequent lack of reference to the research models, theories, and level of hypothesis testing common in the current research literature in the fields of mass communications, journalism, and social participation which are concerned with many of librarianship's concerns. This section will consider the general literature of library and media use studies relevant to the problem, and specifically the library and media use studies that have focused on the information environment of the economically disadvantaged.

An early and seminal study conducted by Bernard Berelson (1945) identified a cultural alertness and "communications elite" in certain individuals characterized by heavy and diverse book reading, numerous community affiliations and organizational memberships, particularly political affiliations. Bernard Berelson postulated then the existence of a "communications elite" who ". . . read more and listen more and talk more; they have more opinions and they feel more strongly about them; they join more organizations and are more active in them; they know more about what is going on."[11] The research reported then by Berelson offered evidence to support the construct of a communications elite.

In the same article Berelson discussed the relevance of the two-step flow of communications hypothesis and its relevance to librarianship. The two-step flow of communications hypothesis was derived from a general communications model of developing collectivities in which the formal media of radio and newspaper were primarily available to a restricted group of gatekeepers and information brokers who would collect, organize, and interpret information to the larger community of less articulate and less media-exposed individuals.

One still viable aspect of this early communications model is the focus on individuals who function as communications links in the chain of informational networks between top formal leadership and the community at large. These same individuals, operating alone or in clusters, are frequently very active in interpersonal communication networks as well as more aware and involved with the use of formal and professional resources.

Although the two-step flow of communications hypothesis has been criticized as empirically outdated by some theorists and significantly modified by others in modern communications research, it still has some empirical validity when considered in relation to the informal communication network of Latino communities, particularly as it relates to the role of information gatekeepers within the Latino social network. A major question for this study becomes whether the Latino "communications elite" or clusters of gatekeepers and information brokers exhibit different reading, mass media, and organizational patterns than the non-elite, and whether these individuals are potential groups of prime library users and facilitators.

As part of the Public Library Inquiry, Bernard Berelson again documented the positive relationships between library users and book readers to use of the mass media (1949).[12] Another major report of the Public Library Inquiry investigated the relationship between use of the library and other sources of information. Angus Campbell and Charles A. Metzner (1950) studied the public library as a single source of information within the mass communication network.[13] Data from the Campbell and Metzner study supported the concept of a "communications elite" and the value of socioeconomic variables (i.e., education and income) for predicting a high level of reading activity and mass media use.

A similar correlation between reading activity and organizational membership was documented by Jan Hajda (1963) in a study of the Baltimore area reading and social participation habits of adults.[14] Hajda found a significant relationship between book readers and adults who joined and actively participated in various cultural institutions and voluntary associations. In a similar vein, William S. Gray and Bernice Rogers hypothesized the existence of a unifying constellation of factors to explain maturity in reading (1956).[15] Gray and Rogers suggested that the terms "social participation" and "cultural alertness" describe a similar set of individual behaviors and communication patterns within which maturity in reading can be investigated.[16] These concepts speak directly to the concerns of our investigation.

The "communication elite" syndrome, typified by community involvement, and initially identified in the library literature by Bernard Berelson and others, has since been documented in at least five other studies which relate general cultural alertness and membership in voluntary associations to library use. Marvin J. Taves found that organizational membership was significantly related to library use (1965).[17] William R. Monat (1967) investigated the correlates of library use in five Pennsylvania cities utilizing both a mail questionnaire and personal interview.[18] In analyzing the data for adult library cardholders, he found that the percentage of organizational memberships was positively related to library use.

Matilda Rees and William J. Paisley (1968) conducted one of the most methodologically sophisticated studies in the area of adult information seeking and media use.[19] Using multiple regression analysis, Rees and Paisley found a correlation of .20 between the number of organizational memberships and recency of library use. The number of organizational memberships proved a better predictor of the recency of library use in their study than sex, education, occupation, income, or marital status.[20] In addition, they found that interpersonal information seeking is most strongly predicted by the number of organizational memberships, the only information predictor variable that mentioned other people (correlation = .37).

Although the Rees and Paisley findings were based on personal interviews obtained from a 1965 sample of largely Anglo respondents (N=1,294), the implications of this study are important. It has been stated that the informal communication network of the Latino community relies heavily upon interpersonal information seeking, and interpersonal information seeking in turn is most strongly predicted (i.e., Rees and Paisley) by the number of organizational memberships.[21] Thus, it can well be explored whether those Latino individuals who exhibit high degrees of informal resource utilization and who have the highest number of organizational memberships will be the more frequent or possibly potential groups of prime library users.

In a recent library study investigating information seeking by community organization members, Pauline Wilson found that voluntary association membership was positively related to library use and book reading (1973).[22] Focusing on the social-reform type of formal voluntary association, Wilson found a significant relationship between the social change function of the voluntary association and the voluntary association's ability to act as an information seeking organism for its membership. Wilson tested a set of relationships, including the number and type of an individual's organizational memberships to library and reading activity, as well as the unit of organizational type to the organization's information-seeking function. Her central focus on associational membership and reading activity suggested similar veins of investigation for other types of organizations, as well as the characteristics of the joiners.

One of the more significant library studies to emerge in recent years that reviews the role of the public library as one element in the total informal and formal information environment was conducted by Douglas Zweizig (1973).[23] Zweizig postulated positive and negative relationships based on a communications model of overlapping information networks of six groups of predictor variables with amount of library use. Besides the traditional demographic variables (age, sex, education, socioeconomic status, marital status, family size, and race), Zweizig also considered mass media use variables (i.e., amount of book reading, television use, radio use), information needs and information-seeking variables (number of information needs, number of potential information sources), and a set of social network variables. It is the set of social network variables that relates most directly to this study. The set of social network variables tested by Zweizig were family togetherness, opinion leadership, gregariousness, membership in formal organizations, and community involvement. As Zweizig postulated, the greater the integration into the social network, the greater the library use.

The four social network variables found to be related to library use at a statistically significant level (p=.05 or p=.01) were family togetherness, opinion leadership, membership in formal organizations, and community involvement.[24] These same four variables, either singly or as clusters, have been frequently related to aspects of Latino social network culture[25] and are also considered among the most salient variables of the informal communication network of the Spanish Speaking. The design for our study gathers data on the above-mentioned variables with particular attention to two of these significant variables: organizational memberships and community involvement.

In a major study of the library material needs of a national sample of adult new readers (N=479), Helen Lyman offers a socio-demographic profile of the new readers or potential group of library users (1973).[26] In exploring the leisure time activities of the respondents, a series of questions probed the number and type of organizational memberships held by the sample, as well as whether they had served as officers of any organization. Lyman reports that four out of ten of the adult new readers held memberships in clubs, societies, and organizations. Among these members, more than one-third had held an office in their organization (1973).[27] Her conclusions must be tempered by the fact that these figures represent a sample of adults who were currently and actively engaged in adult basic education programs: improving job skills, and their reading skills and abilities. The educationally motivated nature of the sample may explain the relatively high proportion of adults with organizational membership and who had held offices in their organizations when compared to national figures.[28]

The review of library literature suggests that evidence exists to support a positive relationship between utilization of informal resources, particularly participation in formal voluntary associations, and reading activity or library use. The evidence currently available was normally collected in an ancillary fashion, with the primary focus on variables other than informal resource utilization or formal voluntary association memberships. Even the general nature of the evidence is limited in generalizability, as little specific library research has investigated the spectrum of resource management relationships in a specific minority population context.[29] The research proposed here will add to our knowledge of Latino communication behavior and social participation.

The Information Environment

The literature on the information environment and information-seeking habits of the urban poor and Spanish Speaking can be characterized in general as sparse, methodologically weak, and limited in its general applicability. There does exist a growing body of mass media and communication literature which considers the nexus of the information environment, mass media practices and reading activity patterns of the general urban and/or Black poor.[30] The available studies suggest a set of assumptions and hypotheses for comparable study in the Latino population. The literature in this area will be approached first in relation to the general studies of the information environment of the Black and/or urban poor and then in respect to studies specific to the Spanish Speaking groups.

A 1972 report on the communication environment of the urban poor synthesized the major theoretical strains in the poverty-communication area.[31] The findings relevant to this study are: (1) the urban poor are not poor in media access, (2) the interpersonal contacts within the low-income community are highly homogeneous, (3) there is minor participation in voluntary organizations, (4) the indigenous ethnic associational and formal leadership is weak, and (5) there is a probable dysfunctional relationship between high use of the mass media and interpersonal information channels to the amount of total information control available to the individual.[32] This concept of information management through utilization of formal and informal resources within and beyond the community is central to our study.

An unpublished Ph.D. thesis by Brenda Dervin explored some of the above-mentioned synthesized findings with a sample (N=366) of low-income Black adults (1971).[33] Dervin tested the relationship of four communication variables to the types or levels of information control demonstrated by the urban Black respondents. The four variables were: use and dependency on television; use and dependency on newspapers; gregariousness; and diversity of interpersonal contacts. The last variable tapped the extent to which the respondent belonged to different organizations, the extent to which the respondent's daily contacts differed from the ghetto-norm, and the ways in which his daily life took him outside the ghetto. This cluster of variables will be considered in our study of the Latino population.

All four communication variables used by Dervin predicted awareness of sources of information and awareness of means to achieve expected outcomes. Although not conclusive for all minority populations, in general, respondents who were high in television use, newspaper use, gregariousness, and high in diversity of contacts were all more likely to be aware of sources of information.[34] For our purposes, another significant finding is that respondents who were high in interpersonal diversity (e.g., different organization memberships) were also the most aware of professional and institutional sources of information. The question of whether this relationship holds for the Spanish Speaking groups is considered as a central hypothesis in Chapter IV.

In another study by Greenberg and Dervin (1970) on use of the mass media by the urban poor, high availability and use of the mass media by the urban poor was found to be the norm.[35] The notion of a ghetto subculture with supposedly different communication behaviors and patterns was examined through hypothesis testing. The purpose of the Greenberg and Dervin study was to compare the media behavior and attitudes of a sample of the low-income Black and Anglo populations of urban adults to the general and more affluent population. The intent of their study was to predict media behaviors on use and gratification measures on the basis of race and poverty.[36] The major conclusion was that the poor Black and poor White populations were more similar to each other in regard to media behavior and practices than to the general population. In relation to controlling for the effects of both poverty and race, they found that the intersection of being both Black and poor differentiated the disadvantaged Black respondents even more from the general population sample. The poor in general spent more time viewing television and less time reading than the general population. The Greenberg and Dervin study supported the thesis that ethnicity (at least for the Black population) did not dictate use of the mass media, but that income level did. Whether this relationship holds for the ethnically distinct Spanish Speaking groups cannot be fully tested in the investigation proposed here. This investigation, while considering a sample of Latinos, does not include a general population sample. Hence, our study will focus on differences in media use within and between the three groups sampled when controlling for socio-demographic variables such as income levels. In this fashion it will be possible to develop and test hypotheses on media use that build on previous research on minority media use.

One of the few studies investigating the levels of social and political participation of a stratified sample (age, sex, three ethnic groups, and two levels of occupational status) of Blacks, Anglos, and Chicanos compares favorably in methodology and findings with the research of the Greenberg and Dervin investigation. George Antunes and Charles Gaitz utilized an analysis of variance test to determine the impact of ethnicity and the other stratified variables on eleven participation variables.[37] Antunes and Gaitz found that for their sample population ethnicity has no statistically significant effect on mass media news exposure, attendance at cultural events, or helpful interaction with friends.[38] It was also determined in their case that the Chicano group exhibited lower rates of participation than Anglos on the seven public-arena or policy-oriented behaviors, such as organizational membership and exposure to the news media.[39]

While the Greenberg and Dervin study suggests that it is primarily poverty and not ethnicity that dictates differential exposure to use of the mass media, the Antunes and Gaitz study points in another direction. Overall, the Mexican American sample exhibited less media exposure than Anglos or Blacks across income levels. Antunes and Gaitz raise the interesting question of why these two comparable minority groups who share socioeconomic disadvantages would differ so much, with Blacks demonstrating higher media use than Chicanos.[39] Antunes and Gaitz suggest that the evolving Latino model of general media exposure and participation patterns would benefit in future research by distinguishing between the public and private orientations. Our research considers such a distinction in the form of distinguishing between the formal and informal utilization of resources for information management.

Additional evidence on the relationship between information management and utilization of formal resources such as public libraries and participation in formal associations is presented in the findings of a major investigation of urban information needs--a design that has been replicated by library researchers.[40] The pilot study of the information needs of the urban residents by Edward S. Warner et al. (1973) suggests that individuals who participate in formal voluntary associations tend to identify more information needs and problems than the respondents who are not members of formal voluntary associations.[41] Warner also found a relationship between those who identified themselves as opinion leaders and their level of organizational memberships. Warner also notes that there appears to be a scale of different values attached to types of associational memberships when relating organizational memberships to identification of information needs.

In general, Warner found that the largest number of information needs is cited by those respondents involved in public affairs organizations and the number of information needs is below average for members of social services organizations (e.g., social and fraternal societies). In summarizing this aspect of their study, the authors note that "those subgroups of individuals who occupy the most disadvantaged positions in our society are the least likely to articulate information or resource needs, and report fewer problems/questions than other individuals."[42] The data from our investigation will consider whether associational types are related to aspects of Latino communication behavior.

The Warner and the Greenberg and Dervin studies offer some evidence to support the thesis that participation in formal voluntary associations is positively related to the behavior of individuals who consciously seek and exchange information for problem solving in an expanded social network. The expanded social network is defined as both formal and informal resources. With this, we turn to Latino oriented information research.

Latinos, Resources, and the Media

A much smaller number of studies was encountered in the literature which relates Latino communication practices to any of the other focal variables of interest to this study. One of the earliest and most significant studies investigating the information environment of the Latino community was analyzed by Norman R. Kurtz in Denver (1966).[43] Kurtz utilized a cluster analysis of informational sources (fifteen clusters representing a number of different social factions and types of associations) for identifying the Latino gatekeepers within the informal communication environment who assisted other Latinos in acculturating or adjusting to the Anglo-urban setting. Kurtz found a cluster of poor people actively serving the Latino community with information and assistance for using formal non-Latino resources for solving housing, health, and other problems.[44]

The significant findings of the Kurtz study most relevant to this investigation are: (1) most of the gatekeepers belong to cliques consisting of members most likely to exchange resources with each other, (2) one of the major cliques of independent opinion leaders (i.e., bar owner, drugstore owner) depends on resources directly available to them, (3) one other major clique of gatekeepers was characterized by their diversity of interpersonal resources and cosmopolitan use of professional and institutional sources of information, (4) the gatekeepers used informal channels to transfer resources and information to people in trouble, and (5) a major problem in the informal system was inefficiency.[45] Kurtz comments that the improving of the system of resource exchange appeared to hinge on a more adequate communications system among those willing to operate in the helper role. He suggests that such a communications system could be established by maintaining a "central gatekeeper station" to act as a relay station between a gatekeeper and the needed resource.

This concept of a "central gatekeeping station" bears further discussion as the station would (1) compile and maintain lists of resources, (2) increase available resources by asking individuals and organizations to donate their resources, and (3) advertise its services to persons and organizations able to serve as links between the urban community and persons of Latino heritage.[46]

The implications of this "central gatekeeping station" to the public library are obvious and yet difficult to operationalize. The functions described by Kurtz for the gatekeeper's station are partially carried out by the existing reference departments of many public libraries and more extensively met by the information and referral services available through public libraries and other social agencies in various communities.

Our investigation also is concerned with a value question that Kurtz raises in his own conclusions. He warns against those who would reject or decry the informality and inefficiency of the gatekeeper system, as it is the informal nature of the gatekeeping which makes it so viable and integral to the Latino people. Any attempt to totally integrate the gatekeeping functions and agents with bureaucratic trappings might tend to result in a lessened legitimization and role of the gatekeeper function within the Latino community. Some action researchers suggest this occurred during our short "War on Poverty."

Formal gatekeeping agencies already exist in a plethora of forms, including the information organizations and the centers of mass communication. Our concern is whether formal informational agencies such as the public library can operate effectively within the Latino community. This question raises a number of concerns regarding the current rate of library utilization and related factors which are considered in our own investigation.

The study of the patterns of assimilation and acculturation of Latinos by three additional sets of investigators should shed some light on the relationships between the forms of social participation and the utilization of formal mass media and formal institutions. Perhaps the most comprehensive study of a systems approach to the above concerns the investigation by Lyle and Magdaline Shannon on Mexican American and Black adjustment to an urban society.[47]

The Shannons investigated a wide spectrum of factors related to the economic absorption and cultural integration of Mexican Americans and Blacks into a predominantly Anglo host society. The Mexican Americans were found to be less active than the Blacks and Whites in the utilization of formal resources, including social service and community welfare agencies and organizations.[48] They also found comparable high levels of media ownership (i.e., radio and television ownership) and low levels of reading activity across all three groups, particularly the Mexican American sample.[49]

The Mexican Americans, as can be expected, measured highest in utilization of interpersonal communication chains. The Shannons conclude their analysis of social participation rates by remarking that it is not social isolation, but a high degree of Latino-oriented interaction with fellow community members that may provide a channel or pattern for interaction in place of the more formal, voluntary, secondary group patterns that characterize the larger Anglo network.[50] This concept has been similarly noted in previous sections of this literature review.

Joan Moore carried out an analysis of data initially gathered for the Mexican American Study Project (MASP) on the use of formal and informal resources by a sample of Los Angeles Mexican American men.[51] Her analysis focused on the individual responses to four sets of problem-resource questions: personal problems, politics, money matters, and where to go downtown for something needed. Her data did not support the theoretical model that posits that urbanization and/or assimilation is equivalent to the abandonment of primary group resources. As Moore points out, it is useful to distinguish between cosmopolitan and local orientations, as both orientations are to be found in both rural and metropolitan communities. Moore also postulates that it is quite likely that the cosmopolitan-oriented rural person will be the one to migrate to the city and be prone to utilize both formal and informal resources.[52] It is also just as likely that the city-born Latino with a rural orientation may make a voluntary decision not to use resources beyond the parameters of the Latino community. Moore's approach closely parallels the focus of our investigation and her distinction between formal and informal resource utilization is a major construct of the communication model developed in our investigation.

The last of the three studies in this urban coping vein was conducted by Carolyn Matthiasson on the modes of adjustment of a Mexican American population to a changed urban life style.[53] Matthiasson's investigation follows, conceptually, many of the same relationships tested by Joan Moore and the Shannons. A working class sample of Mexican American men and women was used to examine the acceptance and use of the various social service agencies by the Mexican American community in Milwaukee. Two of the most salient findings, based on a small sample size ($N < 50$), were that first generation immigrants generally relied on family and/or ritual kin networks (the compadres) for problem solving, and that the actual use of social agencies to resolve social or economic problems was related to level of occupational status as well as location of birth.[54] As has been demonstrated in other findings (i.e., Mexican American Study Project), Mexican Americans born in Mexico were less likely to consult agencies than were second and third generation Mexican Americans.[55] It must be kept in mind that this study analyzed data gathered a decade ago (1966-1967) and that no attention is given in Matthiasson's abbreviated analysis of the importance of the mass media or related formal ethnic based associations in the lives of the people. Our study will test, in a contemporary environment, the mass media, reading and interpersonal network reliances considered by the three above-mentioned investigations. In another study of Latino stratification a slightly different track was taken by Fernando Penalosa.

Fernando Penalosa investigated some of the dimensions of social stratification in the Mexican American community of Pomona, California (1963).[56] Penalosa hypothesized that a cluster of variables would be associated positively with each other: high occupational status, occupational stability, high income, better residential area, home ownership, longer residence, more schooling, later generation (i.e., second and third generation Chicanos), veteran's status, Protestant religion, English-language preference, and large number of memberships in voluntary organizations.[57] He also hypothesized that the negative measures of these variables would be associated with each other. The other hypothesis of interest to our investigation was that another set of variables were hypothesized and generally found to be associated positively with each other and negatively with those listed in the first hypothesis: greater number of persons in family with whom Spanish is spoken, greater number of Spanish-language communication media used, and greater age. Of interest to our investigation are the variables of language and number of Spanish-language communication media used which correlates negatively to organizational memberships.

Penalosa found that the more organizational memberships, other than church or labor union, held by the individual, the more class divisions were perceived by the respondents.[58] Our own analysis considers these factors. In addition, Penalosa's analysis suggested that when all five Spanish-language media of communication (radio, television, movies, newspapers, and books) are considered in terms of the number of media utilized by upwardly mobile, nonmobile, and downwardly mobile respondents, it is supported that among those who used two or fewer Spanish-language media there was a higher percentage of upwardly mobile respondents and a smaller percentage of downwardly mobile than among those who used three or more Spanish-language media.[59] These findings seem to bear out the relationships found between income and mass media use of Black adults found by Greenberg and Dervin (1970, 1972),[60] although the categories of media use are not the same. Penalosa's findings were significant at the .05 level. Our own analysis considers many of the variables considered by Penalosa, particularly organizational membership and use of Spanish-language media.

Penalosa's study suggests that the Latino individual's social environment is permeated and strongly influenced by his ethnicity when he uses Spanish rather than English mass media for information and entertainment. This concept is essentially supported by the most extensive survey research project ever conducted on the Mexican

American people: the Mexican American Study Project (MASP) at the University of California, Los Angeles (1970).[61]

The MASP investigation (1964-1968) was primarily supported by a Ford Foundation grant. Its purpose was to develop a comprehensive study of the socioeconomic position of Mexican Americans in selected urban areas of the Southwestern United States. One set of data was compiled from over 200 unstructured interviews held with key persons in the Latino barrios in twenty Southwestern cities as well as East Chicago (Indiana). In addition, some 2,000 Mexican American household interviews were carried out in Los Angeles and 625 in San Antonio.

As this landmark study bears out, associated with the persistent use of Spanish is an impressive array of Spanish media, including television and particularly radio broadcasting. According to the study, Spanish accounted for sixty-six percent of the total foreign language broadcasting in the United States in 1960 and eighty-six percent of the total in the West.[62]

Foreign language broadcasting is but a single manifestation of language loyalty among ethnic groups in the United States. A review of the major language studies demonstrates conclusively that Spanish is the most persistent of all foreign languages which is supported by previously cited Census figures, and that Spanish shows the most potential of survival and perhaps growth.

It is important to note that Spanish is the only foreign language used extensively in the United States in which some radio stations broadcast all their programs, as well as the only one used in all day broadcasting. The MASP survey documents the preference for Spanish-language radio stations rather than the English-language stations in the Los Angeles Mexican American community, and this preference holds for poorer respondents in intermediate neighborhoods.[64] Our study also considers language and income factors.

In San Antonio, the preference for Spanish radio stations is strong among Latino people in the MASP sample area, regardless of income, and also among the Latino poor living in predominantly Anglo areas. But this cannot be said for television. Generally, the preference for Spanish language media among Latinos is positively related to "Mexicanness" of the neighborhood, irrespective of income, and to low income, irrespective of neighborhood ethnicity.[65] This conclusion is similar to the finding of Greenberg and Dervin (1970) in their investigation of mass media use by the Black and Anglo urban poor.[66]

The data in the Mexican American Study Project makes it clear that the language loyalty of the mass media audiences is a critical variable to be considered in determining the quantitative use of and gratification derived from mass media use of the Latino people.[67] This factor is considered in relationship to our later testing of the indices to tap measures of both reading activity and use of the mass media (described in Chapter IV).

A study conducted by H. J. Hsia (1973) compared the communication practices of Black, Chicano (i.e., Mexican Americans), and White populations in Lubbock, Texas. Very few significant differences in media ownership (i.e., radio, TV sets) and use were found among the ethnic groups.[68] Hsia found that Chicanos were not significantly different from Blacks and Whites in television ownership or viewing, radio listening, newspaper reading, and the amount of interpersonal communications. In general, Hsia found that media use among the respondents seemed to have reached a saturation point; most of the households had multiple radio sets, and color television set ownership was above the national average. We will see if this is as true in our investigation. The significant differences in media use were that Blacks were found to spend more time on both television and radio use than Whites or Chicanos. There were no distinguishable differences between the White and Chicano individual's media usage.[69] It must be noted that this was a single period in time study conducted in one urban center and may not be representative of other American cities. Hsia's findings tend to support the findings of Greenberg and Dervin (1970 and 1972)[70] regarding media ownership, but no information is supplied by Hsia on the Latino language preferences for any of the media reported (radio, television, newspapers, magazines, and books).

The final study to be reported in this section of the uses of mass media by the Spanish Speaking was conducted by Francisco Lewels and focused on the uses of the mass media by the Chicano movement (1974).[71] Limiting the scope of his investigation to various Latino political groups and movements in the United States, particularly the Southwest, Lewels chose to focus solely on the radical uses of the mass media by the Chicano people.

Lewels documents the large number of Spanish-language radio and television stations which carry news and programs of interest to the Spanish Speaking people, particularly news of local community events which affect the lives of the Latino public. Limited in its comparison of Latino media to non-Latino media channels within the communities described in the book, Lewels' study documents the historical growth of indigenous Latino mass media (radio station, television programs or channels, newspapers, and magazines) within the Latino communities and its impact on the Chicano movement. The Lewels' volume does not relate this phenomenon to any of the socioeconomic variables of interest to this study, but does provide a description of the mobilizing power of the mass media for the Latino groups.

The two remaining bodies of professional literature to be examined describe the phenomena of social participation and more specifically the studies of ethnic utilization of informal resources and formal voluntary participation which were already described in prior sections of this chapter.

Social Participation

A major element of the theoretical framework which supports this study is drawn from the sociological literature on social participation. As stated briefly in Chapter II, social participation refers to a wide range of specific activities. Voting in elections, card-playing, contributing to charitable causes, belonging to neighborhood improvement associations, protesting racial discrimination, and many other social activities come under the heading of social participation. On first view there appears to be very little, if anything, these activities have in common. Yet, these forms of participation embody several common characteristics.

All the above activities involve an act of sharing, a behavior that emphasizes the role of other people. In short, social participation is the generic term for the many forms of interpersonal communication. At a minimum, social participation involves two or more persons, interacting with one another to seek the attainment of a defined objective or who undertake activities to achieve that objective.

Although the term social participation includes a wide range of activities, there are two basic considerations central to the participation literature which are crucial to the conceptualization of this form of social behavior. The first distinction is between the types of objectives pursued, for each activity and associated behavior is assumed to be goal oriented. This distinction will be more explicitly defined later, but for now the two major classifications of activities and associated activity goals can be broadly termed instrumental and expressive. The literature on social participation generally agrees that activities which are directed outside the group of participants, and which have functional consequences for some segment of society as a whole, serve instrumental functions for the individual.[72]

Social participation which is self-contained, which serves as an end in itself and expresses or satisfies the interests of the participants themselves, or has objectives which have no planned direct effect on non-participants are termed expressive. Bowling teams and bridge clubs are examples of expressive activities. The expressive-instrumental distinction was initially posited by Arnold Rose in his pioneering work on the theory of the functions of voluntary associations (1954).[73]

The second distinction crucial to this discussion of social participation is that between formal and informal participation. As described by David H. Smith (1972)[74] and John N. Edwards and Alan Booth (1973),[75] this distinction is made basically on the degree to which social participation activities are formally organized. The several variables used in measuring this distinction include: an organizational name, periodic meetings, a set of officers, and criteria for membership. The most readily apparent types of formal participation take the form of support of or participation in formal voluntary associations.

The expansive body of literature on formal voluntary associations generally define formal voluntary associations as those groups which have (usually) written constitutions and/or bylaws, specifically designated leaders, explicitly stated goals and objectives, clear group boundaries, established procedures for inducting members, and the like. Formal voluntary associations (FVA's) are formally organized groups of individuals which a person may or may not join, depending upon his choice and decisions, even though in given situations there may be considerable pressures toward joining (e.g., youth gangs, labor unions). An individual becomes and remains a member of a FVA by virtue of some action on his own part, not simply by birth or other factors over which the person has no control. It is also understood that the individual has some control over the amount or intensity of his participation in such organizations, with the consequence that his degree of involvement, aside from simple membership, is also voluntary and depends upon his actions.[76] Given that these conditions are ideal and not always so clear-cut, but the basic distinctions are valid.

The literature on FVA's stress the common theme that FVA's integrate the isolated individual into the total society.[77] The FVA is often seen to function as a mechanism for mediating between individuals and larger social structures. In this sense, FVA's help the individual to both learn to be and want to be effective in influencing his society and leads to a sense of relatedness to the society as well as to a sense of satisfaction with the democratic process. FVA's often function as collective instrumentalities through which individuals combine their resources and activities to make a greater impact on their environment than if they acted independently.[78] This model of participation, as it relates to ethnic and minority groups, has been previously discussed in the review of work performed by Joan Moore, Carolyn Matthiasson, and the Shannons, among others.

Formal voluntary associations can also function to channel information into local communities and to interpret the relevance of the information to local application. The value of FVA's in the community development process cannot be underscored. In both impersonal or strange urban environments, where the urban resident is a newcomer or is not aware of the community norms (particularly true for disengaged migrant Latinos settling in Anglo population centers), the FVA's are necessary for collecting and processing information for various groups.

Associational ties through FVA's act to restore the means for meaningful human interaction through participation and make it possible for citizen participation to effect community and social change.[79] FVA's are therefore an intrinsic part of the communication environment of individuals and groups. The FVA is an essential part of the linkage that unites an individual with others in common purposeful activity. This function holds special relevance when applied to the needs of isolated or culturally isolated groups attempting to affect change, for instance, in health, educational, or welfare programs. Our study will focus on the potential role of FVA's as community resources.

Typically, the functions of FVA participation, as documented in the literature, seem to be to: (1) promote collective interests, (2) distribute power in a democratic society, (3) promote citizen education, (4) mediate between smaller societal structures and larger ones, (5) facilitate the flow of information between separate social units, and (6) reinforce important cultural and individual values.[80]

Murray Hausknecht's The Joiners (1962) is the first book length treatment of participation in FVA's based on several national surveys.[81] Hausknecht utilized data from a National Opinion Research Corporation (NORC) survey conducted in 1955 and from another survey made by the American Institute of Public Opinion in 1954. While neither one of these broadly oriented investigations was primarily interested in the extent of FVA membership, both included questions dealing with the subjects' membership in FVA's. Hausknecht discusses the nature of relationships between FVA actions and such variables as stratification and urbanization, sex, age, marital status, and social integration. The findings have since served as the basis for numerous replications. Hausknecht's treatment of the subject includes systematic comparisons between the results of the national surveys and those from other studies involving the same variables. In general, he found low levels of participation, but did find a positive relationship between formal voluntary association participation and reading level.

Another comprehensive treatment of the FVA phenomena was conducted by Charles Wright and Herbert Hyman who performed a secondary analysis of data from two national NORC probability samples and from local surveys taken from the New York metropolitan area, Denver, and a small city and county in Ohio.[82] Their analysis of the data demonstrated that: (1) FVA membership is not characteristic of the majority of Americans; (2) a relatively small percentage of Americans belong to two or more FVA's; (3) FVA membership is more characteristic of White than Negro populations; (4) FVA membership is directly related to socioeconomic status, as measured by income level, occupation, home ownership, and educational level. These findings are substantiated by the earlier Hausknecht conclusions.

Wright and Hyman published another secondary analysis of national sample surveys conducted by NORC covering the years from 1955 to 1962, with some supplementary evidence from surveys conducted as recently as 1971.[83] The data suggested that a major shift had occurred in one important area: there was a rise in the number of organizational memberships held by the largest minority group, the Black population.

Ethnicity and Participation

Related research in this area has focused on FVA's and minority status, particularly in the last two decades, with the drive by ethnic minorities for economic, political, and social parity. Current research in this area has pointed to two crucial developments that have improved to a great extent our knowledge about social organization and the value of associational participation.

The first development is the hypothesis testing of causal models for social participation with ethnicity as the independent variable and the application of analysis of variance tests to explain in part the differential participation rates for different ethnic groups. One such model for hypothesis testing in its simple form is described by Verba et al. (1971):

> According to this model, rising levels of socioeconomic status--in particular increased education, but also higher income and higher-status occupations--are accompanied by increased civic orientations such as interest and involvement in politics, sense of efficacy, and norms that one ought to participate. This leads to participation. The model looks something like the following:
>
> socioeconomic status --> civic attitudes--> participation.[84]

Studies focusing on Black FVA rates have generally supported this model while similar studies examining FVA rates for Mexican Americans have often shown the reverse. Recent studies by J. Allen Williams, Jr. et al. (1973),[85] Donald I. Warren (1974),[86] and Susan Welch et al. (1975)[87] have summarized several divergent and apparently contradictory themes on FVA participation and minority status.

Those models which attempt to explain the underparticipation thesis might be called "isolation" or "cultural inhibition" theories. The isolation theory argues that persons do not participate because they are not integrated into society and lack the social skills necessary for participation and are unaware of the benefits of affiliating. The cultural inhibition theory speaks directly to the purported low participation rates of Latinos by noting the cultural norms which proved a strong normative orientation to loyalty to family and home at the expense of increased involvement with the greater society.[88] These theories speak to the second development noticeable in these and other recent studies. It has been a trend away from the sheer testing of hypotheses and the entry into the development and testing of middle range theories. A brief review of the two other ethnic participation theories follows.

Arguments to support the over-participation thesis (particularly relevant to Black rates of participation in political groups and FVA's) generally take the form of "compensatory" or "ethnic community" theories. Anthony Orum (1966)[89] and Marvin Olsen (1970)[90] contend that those in lower status positions affiliate and participate in FVA's for prestige, ego enhancement, and achievement restricted or denied them in the larger society. The "ethnic community" thesis posits that those in a particular ethnic community or group develop a consciousness of each other and participate in ethnic community FVA's to maintain group cohesiveness, react to pressures exerted against them by outsiders, and to maintain ethnic identity and help immigrants or newcomers assimilate.

The explanatory models described above attempt to attribute low and high participation to a number of ethnic participation theories which conflict with one another.

Only recently have studies been conducted to provide data related to these seemingly contradictory theories.

Recent synthesizing efforts to understand the conflict between the under-participation and over-participation arguments have attempted to control for those factors that have proven to be the best predictors of FVA participation. In almost every study of social participation in the United States, the best predictor of FVA participation has been socioeconomic status. The general argument has been that lower class culture may not place the same premium on FVA participation, or on interpersonal relations with neighbors in general, as the middle and upper class culture. Studies consistently show that as socioeconomic status increases, FVA participation increases until in the business and professional classes the majority of the population is affiliated. For example, Wright and Hyman find that sixty-eight percent (68%) to eighty-seven percent (87%) of blue collar workers belong to no groups while only forty-seven percent (47%) of businessmen and professionals belong to no groups. Or looking at income, seventy-six percent (76%) of people whose income was below $2,000 were not group members while forty-eight percent (48%) of people whose income was above $7,500 were not group members.[91] Axelrod, in his study, found that fifty-eight percent (58%) of those whose incomes are under $3,000 had no association memberships whereas only nineteen percent (19%)

of those whose incomes were over $7,000 had no association memberships.[92] It must be noted that these studies focused largely on the predominant Anglo American culture, and substantiate the Hausknecht findings.

Orum (1966) conducted one of the first studies that attempted to control for socioeconomic status while studying both Black and Anglo FVA participation.[93] He concluded that social class is simply not as great a factor in predicting participation for Blacks as it is for Anglo Americans. Similar research (Olsen in 1970) which has compared Mexican American, Black, and Anglo rates of participation have concluded that ethnicity was found to be an important predictor of participation, with Blacks having higher rates than the other groups.[94]

In comparing Anglo and Mexican American social participation rates, Susan Welch and her associates (1975) found that on a specific level rates of political and social participation by Mexican Americans were much lower than those of Anglos.[95] But Welch also supplies evidence to support the hypothesis that political and social participation among specific ethnic groups is a phenomenon that must be viewed from a longitudinal perspective. Evidently, enough is not yet known about the forms of Latino participation over a period of time.

The Mexican American Study Project also considered the contribution of ethnic associations and organizations and the question of leadership within the Latino community. The MASP does not consider the associational memberships outside the Latino community or those associations with a largely non-Latino composition.[96] The Project does consider the historical evolution of Latino associations which largely owe their origin to a variety of immigrant needs and circumstances, and which frequently had diverse goals. The MASP data documents the increasing political orientation of the Mexican American associations. It also emphasizes the increasing importance of political associations within Latino communities such as the Mexican American Political Association, the Political Association of Spanish-Speaking Organizations, the League of United Latin American Citizens, and the Community Services Organization, to name some of the larger and more prevalent Latino political associations.

The major finding of the MASP data on the Mexican Americans' awareness of major ethnic and other organizations is that the Democratic and Republican clubs seem to be about as well known as most of the indigenous ethnic associations.[97] Another conclusion of the MASP data analysis is that the number and variety of associational types have not been able to penetrate throughout the Mexican American population in great depth. The data indicates that much of the membership is duplicative, that is, those interested in ethnic organizations are likely to belong to more than one. This conclusion suggests a need to consider the relationship of ethnic based FVA's to participation in non-ethnic oriented FVA's to our analysis of reading activity and use of the mass media.

A more penetrating analysis of the political nature of voluntary association memberships derived from the MASP data is available in a study developed by Manuel Tirado (1970).[98] In his secondary analysis of the data gathered by the MASP, Tirado describes the relationship of characteristics of the Mexican American who participates in community organizations to four other related issues. He considers the impact of urbanization and hypothesizes that organization membership is a correlate of the amount of experience an individual has living in an urban environment. His second hypothesis relates participation rates in community organizations to measures of acculturation and political socialization into the American society. Tirado's third and fourth hypotheses examine the traditional arguments over whether the lower socioeconomic status of a minority is the primary key to an understanding of its members' political attitudes and organizational abilities or whether the explanation lies primarily in the ethnic and cultural distinctiveness of the group.[99]

Regarding Tirado's first hypothesis on the relationship between the urban environment and the Mexican American's propensity to join a community organization, he found that the length of time the Latino has resided in the community is the key predictor to organizational membership and not the existence of a prior urban environment during one's formative years.[100] The second hypothesis is generally supported by the MASP data and supports the relationship between associational participation and the acculturation and socialization process.[101] The final hypothesis is supported by the data and Tirado concludes that socioeconomic status does influence a Mexican American's decision to join a community organization.[102] In an attempt to consider some of the variables of interest to Tirado and others, the proposed investigation will gather data on length of both urban and community residence, socioeconomic status, and related factors.

An additional test of the "compensation theory" was provided by Antunes and Gaitz who drew on the findings of Orum (1966)[103] and Olsen (1970)[104] in their own comparative study of the relationship between ethnicity and participation.[105] Some aspects of their study have been previously mentioned in reference to informational resources; a review of their salient findings is summarized below.

In their analysis of 1,400 Mexican Americans, Blacks, and Anglos in Houston during the period 1969-1970, Antunes and Gaitz found that Blacks again demonstrated higher participation in Mass Media News preference, but contrary to Olsen's findings, Blacks did not show equivalent levels of participation in cultural events. When social class is controlled the Black levels of participation generally exceed or equal those of Anglos; however, the Mexican Americans had lower levels of participation than those of Anglos.

And finally, a longitudinal study conducted by Ambrecht and Pachon explored the potential for ethnic political mobilization present in the Mexican American community of East Los Angeles.[106] They concluded that there was an increased propensity to engage in cooperative activity, particularly political activity, and that such activity was highly characterized by knowledge of and participation in ethnically-based political organizations.[107]

At this point it is necessary to point to several problems with the literature dealing with the "ethnic community" and "compensation theories." The most significant problem is that the empirical findings are contradictory. Both Olsen (1970)[108] and Verba and Nie (1972)[109] found that Blacks who identify themselves as members of an ethnic minority tend to be more active politically and in formal associations than non-identifiers. Yet, Antunes and Gaitz, using the same set of variables as Olsen, found that Blacks and Mexican Americans who were considered ethnic identifiers demonstrated higher levels of participation only for participating in voluntary associations and churches, but lower levels of participation in activities such as exposure to news media, attempts to influence decision makers, and voting.[110]

The second fundamental problem with much of the ethnic participation literature is methodological. For example, the approach followed by both Olsen's and Antunes and Gaitz's studies was to separate Blacks and Latinos who identify as members of an ethnic minority from those who do not identify as such. Although this is one way to test the "ethnic community" theory for participation levels, it is doubtful that by using only the indicator of ethnic identification that it is possible to tap the main causal mechanism underlying the assimilationist or "ethnic community" interpretation.[111]

Following the above reasoning, it would be expected that the more the Latino individual participates within his ethnic community and indigenous social structures, the higher would be the degree of correlation between his behavior and the predominant normative orientation (i.e., self-identification with the specific Latino group). This question will be considered in our investigation.

The final methodological criticism that relates to the aforementioned ethnic participation studies, as well as the literature on Latino use of the mass media and informal resources, is the general failure to take into consideration the internal differentiation of Spanish Speaking collectivities according to their ethnic groupings or their degree of assimilation. Following traditional arguments that acculturation is the first stage in the assimilation process of immigrant collectivities, it has been generally recognized that the degree of assimilation is an important factor in explaining the behavior of new immigrants.[112] It is also apparent that significant differences exist among different generations of Latinos, both as a linguistic group and as individual ethnic groups. For example, the ability to speak English has been one of the most frequent measures of acculturation.[113] According to the 1975 census study of language usage, almost all teenagers of Latino background were literate in English, while among men 45 to 64 years old, over twenty-five percent were illiterate in English. The consideration of language ability and related factors will be incorporated in this study; in addition, this investigation will consider both ethnicity and socioeconomic status variables as well as many of the variables controlled for in prior investigations of ethnic participation patterns.

From the literature review a number of research questions have been suggested for inclusion in this study. The next chapter will structure these research questions in the form of hypotheses.

Summary

The purpose of Chapter III was to (1) synthesize the findings from the relevant literature that consider the various communication channels and social institutions that may be seen to mediate between the needs of Latino individuals and their use of different forms of informational resources, and (2) to generate from this interdisciplinary framework the classes of variables and participation models to be examined.

To prepare for the presentation of the research hypotheses and design and to give background for the specification of the variables, six research traditions were reviewed. These traditions were: (1) post-World War II library literature on Latino attitudes towards and use of the public library, (2) the related library and media use studies, (3) the related literature on the information environment of disadvantaged and other urban groups, (4) a specialized focus on Latino utilization of informational resources (formal and informal) and the mass media, (5) the literature that provided some theoretical and empirical insights on the general concept of social participation, and (6) the relationship of social participation to the theories of acculturation, assimilation, and the models of minority-ethnic participation styles.

The conceptual framework for reviewing the literature rests on the model that the social units of the interpersonal network are links between the individual and the totality of society. In this model the Latino individual is seen in an information environment in which the social network, as well as the formal, institutional-professional resources, provide channels from which the individual can seek information.

Notes to Chapter III

[1] Although the NERI used the terms "Spanish Speaking" and "Mexican American" interchangeably, the vast majority of respondents were of Mexican or Mexican American descent. The full study is presented in the report by the National Education Resources Institute, Inc., A Systems Analysis of Library and Information Services Developing Criteria to Design an Optimal Model Concept (Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Libraries and Educational Technology, 1972).

[2] Ibid., p. 3-6.

[3] Ibid., pp. 3-6, 3-7.

[4] Ibid., p. 3-10.

[5] Ibid., p. 3-8.

[6] Ibid., p. 3-6.

[7] Lee B. Zink, Peter Coughlin, and Jeffrey Slesinger, Evaluation of the Impact, Costs and Benefits of the Albuquerque Model Cities Library Materials and Cultural Centers (Albuquerque: Bureau of Business Research, Institute for Social Research and Development, University of New Mexico, 1973).

[8] Ibid., p. 22.

[9] Ibid., pp. 94-98.

[10] The following descriptive reports represent a few of the many accounts available in the literature: Nilam Stitt, A Beginning: Library + People + Corazon = Loving Service. The South Bronx Project (New York: New York Public Library, 1974); Keith Revelle, "A Collection for La Raza," Library Journal 96:20 (November 15, 1971), pp. 3719-3726; William Farrington, "Library Services to Mexican-Americans," in Library and Information Services for Special Groups, ed. Joshua I. Smith (New York: Science Associates, 1974), pp. 307-337; Barbara L. Wynn, "La Biblioteca Latinoamericana," Wilson Library Bulletin 44:7 (March 1970), pp. 751-756; Robert P. Haro, "Bilingual and Bicultural Americans: A Need for Understanding," Library Trends 20:2 (October 1971), pp. 256-270; and William Ramirez, ed., "Libraries and the Spanish Speaking," Wilson Library

Bulletin 44:7 (March 1970), entire issue.

[11] Bernard Berelson, "The Public Library, Book Reading, and Political Behavior," Library Quarterly 15:4 (October 1945), pp. 281-299.

[12] Bernard Berelson, The Library's Public: A Report of the Public Library Inquiry (New York: Columbia University Press, 1949), p. 18.

[13] Angus Campbell and Charles A. Metzner, Public Use of the Library and Other Sources of Information (Ann Arbor: University of Michigan, Institute for Social Research, 1950).

[14] Jan Hajda, An American Paradox: People and Books in a Metropolis (Chicago: University of Chicago Press, 1963).

[15] William S. Gray and Bernice Rogers, Maturity in Reading; Its Nature and Appraisal (Chicago: University of Chicago Press, 1956).

[16] Ibid., pp. 35-39.

[17] Marvin J. Taves, "Variables Related to Library Use," Minnesota Libraries 21 (June 1965), pp. 158-166.

[18] William R. Monat, The Public Library and Its Community: A Study of the Impact of Library Services in Five Pennsylvania Cities (University Park: Institute of Public Administration, Pennsylvania State University, 1967).

[19] Matilda Rees and William J. Paisley, "Social and Psychological Predictors of Adult Information Seeking and Media Use," Adult Education Journal 19:1 (1968), pp. 11-29.

[20] Ibid., p. 23.

[21] Ibid., p. 25.

[22] Pauline C. Wilson, "Information-Seeking Activity of Selected Members of Community Groups Seeking Social Change," Ph.D. dissertation (Syracuse University, 1973).

[23] Douglas Zweizig, "Predicting Amount of Library Use: An Empirical Study of the Role of the Public Library in the Life of the Adult Public," Ph.D. dissertation (Syracuse University, 1973).

[24] Ibid., pp. 219-221. The findings in the dissertation study were supported by a mimeographed report pre-

pared by Douglas Zweizig dated 3 July 1975.

[25] The following Latino researchers, among others, have included data on the associational patterns of the Spanish Speaking: Fernando Penalosa, "Class Consciousness and Social Mobility in a Mexican-American Community," Ph.D. dissertation (University of Southern California, 1963); Julian Samora and Richard A. Lamanna, Mexican Americans in a Midwest Metropolis. A Study of East Chicago, Advance Report 8 of the Mexican American Study Project (Los Angeles: University of California at Los Angeles, Graduate School of Business Administration, 1967); Arthur J. Rubel, Across the Tracks, Mexican Americans in a Texas City (Austin: University of Texas Press, 1968); and Biliana C. S. Ambrecht and Harry P. Pachon, "Ethnic Political Mobilization in a Mexican American Community: An Exploratory Study of East Los Angeles 1965-1972," Western Political Quarterly 27:2 (September 1974), pp. 500-519.

[26] Helen Lyman, Library Materials in Service to the Adult New Reader (Chicago: American Library Association, 1973).

[27] Ibid., p. 140.

[28] Compare, for example, the classic analysis of social participation data from a national sample presented by Murray Hausknecht, The Joiners: A Sociological Description of Voluntary Association Membership in the United States (New York: Bedminster Press, 1962).

[29] A current three-phase investigation of individual-situational informational coping strategies has shed some light in this area as the sample includes both Black and Asian subsamples. See Brenda Dervin et al., The Development of Strategies for Dealing with the Information Needs of Urban Residents (Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Office of Libraries and Learning Resources, 1976).

[30] See, for example, the studies by: Bradley Greenberg and Brenda Dervin, Communication Environment of the Urban Poor (East Lansing: Michigan State University, Department of Communication, College of Communication Arts, 1972); Hardy Franklin, "The Relationship between Adult Communication Practices and Public Library Use in a Northern, Urban, Black Ghetto," Ph.D. dissertation (Rutgers University, 1971); Bradley Greenberg and Brenda Dervin, Use of the Mass Media by the Urban Poor (New York: Praeger Press, 1970); Thomas Childers and Joyce Post, The Blue Collar Adults Information Needs, Seeking Behavior and Use (Wash-

ington, D.C.: Office of Education, Office of Libraries and Learning Resources, 1976).

[31] Greenberg and Dervin, Communication Environment, 1972.

[32] Ibid.

[33] Brenda Dervin, "Communication Behaviors as Related to Information Control Behaviors of Black Low-Income Adults," Ph.D. dissertation (Michigan State University, 1971).

[34] Ibid., p. 39.

[35] Greenberg and Dervin, Use of the Mass Media, 1970.

[36] Quantitative measures of media use have long been the norm (i.e., numbers of hours watching TV, number of books read, number of radio sets owned). Greenberg and Dervin's contribution to the conceptual sophistication of media use measures was in the vein of what is termed gratifications research. Basically, gratifications research focuses on the expected benefits or outcomes derived as a result of media perceptions as well as the quantitative measures of media utilization. One popular area of current gratifications research has focused on the role of media in minority ethnic or political mobilization. For an introduction to current communication models and hypothesis testing, including communication gratification studies see: Jay G. Blumler, ed., The Uses of Mass Communications (Beverly Hills: Sage Publications, 1974); and F. Gerald Kline and Phillip S. Tichenor, eds., Current Perspectives in Mass Communications (Beverly Hills: Sage Publications, 1973).

[37] George Antunes and Charles M. Gaitz, "Ethnicity and Participation: A Study of Mexican-Americans, Blacks, and Whites," American Journal of Sociology 80:5 (1974), pp. 1192-1211.

[38] Ibid., p. 1199.

[39] Ibid., p. 1202.

[40] Two replications of the initial Warner study have been conducted. See Gerald M. Gee, "Urban Information Needs: A Replication," A Report of the Syracuse/Elmira Study (Syracuse: Syracuse University, Center for the Study of Information and Education, 1974), ERIC ED 107 285. See also Thomas Childers and Joyce Post, Blue Collar.

[41] Edward S. Warner, Ann D. Murray, and Vernon E. Palmour, Information Needs of Urban Residents (Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Division of Library Programs, 1973), pp. 85-87.

[42] Ibid., p. 93

[43] Norman R. Kurtz, Gatekeepers in the Process of Acculturation (Boulder, Colo.: The Bureau of Sociological Research, 1966). A briefer account of Kurtz's research is "Gatekeeper: Agents in Acculturation," Rural Sociology 33:1 (March 1968), pp. 64-70. This research was part of a larger research project supported by the National Institute of Mental Health NH 09208 under the direction of Drs. Ozzie G. Simmons, Robert C. Hanson, and Jules Wanderer. For an account of their work in an abbreviated form see Robert C. Hanson and Ozzie G. Simmons, "The Role Path: A Concept and Procedure for Studying Migration to Urban Communities," Human Organization 27 (1968), pp. 152-158.

[44] Norman R. Kurtz, "Gatekeeper," 1968, p. 69.

[45] Ibid., pp. 116-134.

[46] For a fuller discussion of the "central gatekeeper station" see Norman R. Kurtz, "Gatekeepers in the Process of Acculturation," Ph.D. dissertation (University of Colorado, 1966), pp. 83-88.

[47] Lyle and Magdaline Shannon, Minority Migrants in the Urban Community: Mexican-American and Negro Adjustment to Industrial Society (Beverly Hills: Sage Publications, 1973).

[48] Ibid., p. 247.

[49] Ibid., p. 137.

[50] Ibid., p. 248.

[51] Joan W. Moore, "Mexican Americans and Cities: A Study in Migration and the Use of Formal Resources," International Migration Review 5:3 (Fall 1971), pp. 292-308.

[52] Ibid., pp. 307-308.

[53] Carolyn J. Matthiasson, "Coping in a New Environment: Mexican Americans in Milwaukee, Wisconsin," Urban Anthropology 3:2 (Fall 1974), pp. 262-277.

[54] Ibid., pp. 270-271.

[55] Ibid., pp. 272-273.

[56] Penalosa, "Class Consciousness," 1963.

[57] Ibid., p. 1.

[58] Ibid., p. 68.

[59] Ibid., p. 109.

[60] Greenberg and Dervin, Use, 1970; and also Greenberg and Dervin, Communication, 1972.

[61] Leo Grebler, Joan W. Moore, and Ralph C. Guzman, The Mexican American People (New York: Free Press, 1970).

[62] A more detailed description of Spanish language and other foreign language broadcasting is available in Mary Ellen Warshauer, "Foreign Language Broadcasting," in Joshua A. Fishman et al., Language Loyalty in the United States (London: Mouton and Company, 1966), Chapter 4.

[63] For an analysis of foreign language maintenance see Joshua A. Fishman and John E. Hoffman, "Mother Tongue and Nativity in the American Population," in Joshua Fishman et al., Language Loyalty, p. 37.

[64] Leo Grebler et al., Mexican American, p. 429.

[65] Ibid.

[66] Greenberg and Dervin, Use, 1970.

[67] The relationship of language loyalty to mass media preferences, particularly the use of Spanish Language Only Television, is presented in Ronald W. Lopez, The Role and Functions of Spanish-Language-Only Television in Los Angeles (Claremont, Calif.: Center for Urban and Regional Studies, Claremont College, 1973), pp. 41-43.

[68] H. J. Hsia, A Preliminary Report on Motivation and Communication Patterns of the Black, Chicano, White and Affluent White in a Typical Southwest U.S. City (Fort Collins, Colo.: Educational Resources Information Center, 1973), ED 081 009.

[69] Ibid., p. 59.

[70] Greenberg and Dervin, Use, 1970; and Communication.

[71] Francisco Lewels, The Uses of the Media by the Chicano Movement (New York: Praeger, 1974).

[72] The instrumental-expressive typology has been developed and refined by many sociologists. One of the landmark studies in this area was conducted by Arthur P. Jacoby, "Some Correlates of Instrumental and Expressive Orientations to Associational Membership," Sociological Inquiry 35:2 (Spring 1965), pp. 163-175. A more recent article synthesizing much of the literature in this area is presented by William D. Amis and Samuel E. Stern, "A Critical Examination of Theory and Functions of Voluntary Associations," Journal of Voluntary Action Research 3:3-4 (July-October 1974), pp. 91-97.

[73] Arnold Rose, Theory and Method in the Social Sciences (Minneapolis: University of Minnesota Press, 1954), pp. 54-70.

[74] David H. Smith, ed., Voluntary Action Research 1972 (Lexington, Mass.: Lexington Books, 1972).

[75] John N. Edwards and Alan Booth, eds., Social Participation in Urban Society (Cambridge, Mass.: Schenkman Publishing Co., 1973), p. 2.

[76] David H. Smith, ed., "Types of Voluntary Action: A Definitional Essay," Voluntary Action Research 1972, pp. 5-12.

[77] The integrative function of formal voluntary associations has been considered by many authors. Among the major researchers in this area were: Louis Wirth, "Urbanism as a Way of Life," American Journal of Sociology 44 (July 1938), pp. 1-24; Arnold Rose, Theory, 1954; and Jack Rothman, Planning and Organizing for Social Change (New York: Columbia University Press, 1974), pp. 279-304.

[78] Arnold Rose, Theory; and Jack Rothman, Planning, p. 280.

[79] For a review of citizen participation see: William W. and Loureide Biddle, The Community Development Process (New York: Holt, Rinehart and Co., 1965).

[80] These functions of formal voluntary associations have been suggested in much of the social participation research. The preceding literature review has described and documented the multiple functions of formal voluntary associations, which are listed here.

[81] Murray Hausknecht, The Joiners.

[82] Charles Wright and Herbert Hyman, "Voluntary Association Memberships of American Adults: Evidence from National Sample Surveys," American Sociological Review 23 (June 1958), pp. 284-294.

[83] Charles Wright and Herbert Hyman, "Trends in Voluntary Association Memberships of American Adults: Replication Based on Secondary Analysis of National Sample Surveys," American Sociological Review 36 (April 1971), pp. 191-206.

[84] Sidney Verba, Norman H. Nie, and Jae-on-Kim, The Modes of Democratic Participation: A Cross-National Comparison (Beverly Hills, Calif.: Sage Publications, 1971), p. 55.

[85] J. Allen Williams, Nicholas Babchuk, and David R. Johnson, "Voluntary Associations and Minority Status: A Comparative Analysis of Anglo, Black, and Mexican Americans," American Sociological Review 38 (October 1973), pp. 637-646. The J. Allen Williams et al. article is updated, by the same authors, in American Sociological Review 40 (1974), pp. 115-121.

[86] Donald I. Warren, "The Linkage between Neighborhood and Voluntary Association Patterns: A Comparison of Black and White Urban Populations," Journal of Voluntary Action Research 3:2 (April 1974), pp. 132-148.

[87] Susan Welch, John Comer, and Michael Steinman, "Ethnic Differences in Social and Political Participation: A Comparison of Some Anglo and Mexican Americans," Pacific Sociological Review 18:3 (July 1975), pp. 361-382.

[88] For a full explanation of the cultural inhibition and other ethnic participation theories see: Susan Welch et al., "Ethnic," 1975; and George Antunes and Charles M. Gaitz, "Ethnicity and Participation: A Study of Mexican-Americans, Blacks and Whites," American Journal of Sociology 80:5 (1974), pp. 1192-1211.

[89] Anthony Orum, "A Reappraisal of the Social and Political Participation of Negroes," American Journal of Sociology 72:1 (June 1966), pp. 32-46.

[90] Marvin Olsen, "Social and Political Participation of Blacks," American Sociological Review 35 (August 1970), pp. 682-697.

[91] Wright and Hyman, "Voluntary Association."

[92] Morris Axelrod, "Urban Structure and Social Participation," American Sociological Review 21 (February 1956), pp. 13-18.

[93] Anthony Orum, "Reappraisal," 1966.

[94] Marvin Olsen, "Social," 1970.

[95] Susan Welch et al., "Ethnic," p. 376.

[96] Leo Grebler, Mexican American, 1970, pp. 542-555.

[97] Ibid., p. 547.

[98] Manuel P. Tirado, "The Mexican-American Minority's Participation in Voluntary Political Associations," Ph.D. dissertation (Claremont College, 1970).

[99] Ibid., pp. 46-47.

[100] Ibid., p. 53.

[101] Ibid., p. 84.

[102] Ibid., p. 95.

[103] Anthony Orum, "Reappraisal," 1966.

[104] Marvin Olsen, "Social," 1970.

[105] Antunes and Gaitz, "Ethnicity," 1974.

[106] Biliana C. S. Ambrecht and Harry P. Pachon, "Ethnic Political Mobilization in a Mexican American Community: An Exploratory Study of East Los Angeles 1965-1972," Western Political Quarterly 27:2 (September 1974), pp. 500-519.

[107] Ibid., pp. 518-519.

[108] Marvin Olsen, "Social," 1970.

[109] Sidney Verba and Norman Nie, Participation in America: Political Democracy and Social Equality (New York: Harper and Row, 1972).

[110] Antunes and Gaitz, "Ethnicity," p. 1204.

[111] This "assimilationist" model is detailed in an unpublished M.A. thesis by Luis Salces, "Testing an Assimilation Model of the Social and Political Participation of Cubans in Chicago," M.A. thesis (Northwestern University, 1974).

[112] Ibid., p. 11.

[113] See the work of Milton M. Gordon, Assimilation in American Life (New York: Oxford University, 1964).

CHAPTER IV

METHODOLOGY

Introduction

Chapter II discussed the need for a better understanding of the role of formal and informal resources in the lives of urban Latino people. Specifically, the problem was stated in terms of how public libraries can more effectively operate within the context of an urban Latino communication environment. The core of this investigation will be an examination of the attitudes toward and uses of the traditional mass media as well as informal resources for problem solving and information seeking by a sample population of Mexicans, Puerto Ricans, and Cubans in a major urban setting.

The literature review presented in Chapter III documented the current need for gathering empirically based data on Latino communication behavior with a consideration to the distinctive nature of the three major Spanish Speaking groups. The survey research design developed for this investigation focuses on many aspects of communication behavior, but particularly on: the role of informal and formal group resources for problem solving and information seeking; the extent of reading activity, television viewing, and radio listening; and the extent and variety of social participation through involvement in formal voluntary associations, particularly ethnically-based groups.

The theoretical basis for this investigation rests on the assumption that it can be empirically tested that Latinos in an urban environment have an ethnically special way of structuring their access to urban resources through strong intra-group information networks. The survey research design used for this investigation has enabled a preliminary examination of the conditions under which formal or informal resources become salient for an urbanizing Latino population.

This chapter presents the specific hypotheses to be tested in this investigation, the survey research design and procedures, and the nature of the analytical procedures to be utilized in developing profiles of communication behavior of the respondents and relating the data to the hypotheses.

Hypotheses and Definitions

Hypotheses

The hypotheses to be tested in this investigation are derived from the purposes of this study which are: (1) to describe the communication environment and examine the use of communication media by an urban sample of Latino adults,

(2) to relate aspects of Latino utilization of informal resources and their participation in formal voluntary associations to use of the electronic and print media, and (3) to identify those socio-demographic variables that contribute to nonuse of formal information resources or low participation in formal voluntary associations.

This investigation focuses on two major hypotheses and a set of corollary hypotheses that relate Latino use of informal resources and participation in formal voluntary associations to their use of the print and mass media for problem solving and information needs. The set of hypotheses stated below represent initial attempts to examine the relationships that exist between those variables that characterize Latino information seekers, particularly information gatekeepers within the Latino communities. These Latino information gatekeepers are those persons who demonstrate a high level of familiarity and utilization with both formal resources that are non-local in nature as well as with the local based informal and organizational resources of the Latino community.

The first hypothesis to be tested in this investigation states that:

> H-I. There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their level of use of informational resources.

Three corollary hypotheses are derived from the first major hypothesis which are statistically treated in this study. They are:

H-I.A. There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their reading activity.

H-I.B. There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their radio listening and television viewing.

H-I.C. There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their use of the public library.

The literature on the importance of interpersonal communication and use of informal resources within the Latino community suggests a higher regard for and dependence on personal sources of information rather than a reliance on institutional or impersonal sources of information (i.e., print media, radio, television, formal institutional agencies such as the public library). This relationship is explored below in the form of the second major hypothesis:

H-II. There is a positive and significant association between the degree of Latino interpersonal communication within the Latino community and their level of use of informational agencies.

Two corollary hypotheses are derived from the above major hypothesis which are statistically treated in this study. They are:

H-II.A. Latinos will more frequently identify Latino formal voluntary associations and organizations as sources of aid in each of three problem areas than formal informational agencies.

H-II.B. Latinos will more frequently identify Latino individuals as sources of aid in each of three problem areas than non-Latinos.

There are other variables and hypotheses suitable for testing in this investigation, but the above were selected in the belief that they can serve as adequate initial attempts to better understand the relationships that exist between Latino use of informal and formal resources in an urban arena.

The analysis of the data related to the hypotheses will also include an examination of significant differences in the participation and communication use measures among the three ethnic collectivities. Each of the hypotheses have been tested for cross-group significance between the Mexican, Puerto Rican, and Cuban sample populations. No specific predictions are made now regarding the direction or degree of differences that may result from an analysis of the sample as individual Latino collectivities. But this study has established some basic reference points for more extensive analysis of the data gathered in this investigation and for future studies.

In order to examine the traditional argument over whether the lower socioeconomic status of a minority group is the primary key to an understanding of its members' communication behavior and social participation or whether the explanation partially lies in the ethnic and cultural distinctiveness of the group, each of the hypotheses has controlled for the intervening impact of education as an explanatory variable in the differential participation and media use of the three Latino groups. Our examination of the influence of this single socioeconomic variable to the specific hypothesis is based on the availability of such data for the total sample while comparable measures of occupation and income are not applicable for respondents who are housekeepers, unemployed, or students.

Although not formally included as hypotheses within the framework of this study, the impact of each socioeconomic status indicator's relationship to participation rates in formal voluntary associations, reading activity, television viewing, and radio listening will be considered. In general, we would expect that each of the three socioeconomic status variables are positively related to Latino reading activity, use of the mass media, and participation in formal voluntary associations.

There are, of course, other clusters of social and demographic factors that have been related to formal voluntary association participation, use of informal community information resources, and use of the print and mass media. Many of these factors have been discussed in the research and literature presented in Chapter III. Among these considerations are: age, sex, individual's length of neighborhood and urban residence, country of origin, home ownership, and presence of young children in the household. This investigation will present data in the form of tables that will relate these and other variables to the use of informal and formal information channels for problem solving and information seeking.

The research problem presented in this study will once again open the question of how familial and neighborhood group ties affect the information networks and function for ethnic minorities. In this fashion, it will be possible to compare findings based on data gathered in this investigation with the conclusions reached in previously conducted studies in library science and the related disciplines presented in Chapter III and elsewhere in this text.

The next section presents definitions of the major terms used in this investigation with special reference to the terms used in the hypotheses.

Definitions

Communication Environment: The totality of informational resources, both formal and informal, from which an individual can draw for information gathering and problem solving. The communication environment includes the mass media, book and print forms, and the human and interpersonal networks used by an individual.

Formal Informational Agencies: Those institutions and social agencies provided by the federal, state, or city that provide services and aid to individuals. Formal informational agencies in this investigation are defined as public libraries and other information-providing institutions or organizations not developed or supported wholely or largely by the indigenous Latino community.

Formal Voluntary Association: A group of persons relatively freely organized to pursue mutual interests or to achieve common goals. Formal Voluntary Associations normally have qualifying criteria for membership, bylaws, offices filled by election or selection of representatives, and periodic meetings held in a regular place. Formal Voluntary Associations are operationally defined through a list of such organizations and groups, including church-related and union organizations, developed for this investigation.

Formal Voluntary Association Participation: Participation in Formal Voluntary Associations is measured by a formula that considers the number of organizational memberships and the reported frequency of attendance for the memberships held by the respondent. The full description of the Formal Voluntary Association Participation Index is presented in detail under "Analytical Procedures."

Informational Resources: The formal and informal sources of information that compose the communication environment of the individual or the group. The formal sources of information include the social services and professional-institutional resources available to an individual outside the familial and primary-group network. The informal informational resources are defined primarily as the information and aid available within the interpersonal familial and primary-group network.

Latinos: Individuals of Spanish Speaking background, heritage, or descent. Latinos included in this study are individuals of Mexican, Puerto Rican, or Cuban heritage or descent.

Mass Media: The electronic media of radio and television.

Mass Media Use: The television viewing and radio listening habits of respondents in this investigation. The Mass Media Use Index used for measuring the amount of television and radio use is presented in detail under "Analytical Procedures."

Print Media: Books, magazines, comics, newspapers, and other printed material. This study focuses primarily on books, magazines, and newspapers in relation to reading activity.

Reading Activity: Use of the print media of books, newspapers, and magazines for personal needs and satisfaction. A Reading Activity Index measures reading activity with three sets of materials: newspapers, magazines, and books. The Reading Activity Index is presented in detail under "Analytical Procedures."

The Study Design

Overview

This section presents the study design utilized in our investigation with attention to the sample design, development of instrumentation, and the analytical procedures appropriate to this investigation.

To develop a base line of data on Mexican American, Puerto Rican, and Cuban attitudes toward and uses of the traditional mass media and informal resources for problem solving and information seeking, we have gathered survey data from the Latino communities of Chicago, Illinois. Structured personal interviews, administered by trained bilingual interviewers in the preferred language of the respondents, was selected as the optimum method for data collection.

A stratified cluster probability sampling plan was designed and utilized to insure that there be sufficient numbers of the three Latino groups in the sample. The sample design was also developed to represent the diversity of Latino barrios and to allow comparisons with or build on prior research which have considered similar clusters of our focal variables.

Chicago was chosen as the research site after consultation between the research directors and academic, community and federal representatives. A sample size of 400 was determined as sufficient for the purposes of this investigation. Comparable English and Spanish-language interview schedules were developed. The pretest of the English and Spanish-language schedules was performed in December 1976. Bilingual interviewers were identified, trained, and sent into the field. The final interviews were conducted between February and April of 1977.

This investigation was supported in part by a grant from the Office of Libraries and Learning Resources, Office of Education, for the period June 1976 to June 1977.[1] Additional assistance was provided through contractual arrangements with two research organizations: Operations, Market, Advertising, Research, Inc. (OMAR) and the National Opinion Research Center (NORC) of the University of Chicago. Both organizations are based in Chicago and have extensive experience in preparing and conducting research projects. Complete descriptions of the activities of the NORC and OMAR are included in Appendix C.

After verification of the interviews was completed, the schedules were edited, coded, and keypunched at the University of Wisconsin-Madison. The computer facilities and statistical programs of the Madison Area Computing Center of the University of Wisconsin were used for the analysis of the data presented in this report.

Limitations and Generalizability

The limitations inherent in the survey research design utilized in this investigation include the inability to control some of the relevant extraneous variables that operate within the Latino individuals' personal and information environment: such as the socioeconomic impact of Chicago's undocumented Latino workers, or the current Chicago debate on the value and quality of bilingual education in the schools. In addition, the sampling procedures in this investigation include the possibility of excluding some of the higher socioeconomic status characteristics for the Latino population not living in the primary sampling unit areas.

There is one other major consideration which relates to the generalizability of this investigation. Chicago is unique among U.S. cities in that it contains significant percentages of all three major Latino groups. This unique feature of Chicago not only makes it feasible to carry out the kind of communications research we are proposing here, but it also facilitates a later, more detailed analysis of the differences and similarities among the three major Latino sub-groups in relation to the stated hypotheses. Furthermore, by focusing on Latinos within the same city, we are controlling for the possible effects of variations among cities. On the other hand, by using Chicago alone, we are curtailing the external validity of our findings. Thus, we will not be able to generalize our findings to deal with the three Latino collectivities nationwide. This question of similarities and differences between the three Latino sub-groups raises a similar concern with the nature of "comparative" modes of analysis.

The study of Mexican Americans, Puerto Ricans, and Cubans could be approached from at least two distinct perspectives. The first approach would be to place all the emphasis on the similarities among the three ethnic collectivities, such as their low socioeconomic status, their common religio-ethnic background in Spanish Catholicism, the fact that they constitute the newest wave of immigrants into this country, and, finally, the common denominator of their Spanish language.

The second perspective would focus primarily on the differences between the three Latino sub-groups and stress, for example, the fact that Chicago Cubans are better educated, have higher media family incomes, and are older than Chicago's Mexican Americans and Puerto Ricans.

The analysis of data in this investigation will not take either position exclusively. As Verba et al. pointed out in a somewhat parallel context, the question of whether one group is similar or different to another should be replaced with the question of what variables or attributes can be used to characterize the different groups in relation to what is relevant to the problem at hand.[2] The problem of cross-group analysis in this study relates to the extent to which it is useful to compare the use of formal and informal resources of the three Latino groups. Our level of analysis is based on the use of the Chi-square (x^2) inter-correlation, simple correlation and descriptive statistical techniques in analyzing the relationship of ethnic group membership to the criterion variables. We will present an initial set of descriptive and analytical profiles for the three subsamples for the focal variables of concern to this investigation in the next chapter on "Analysis and Findings."

A final word of caution regarding the limitations in this study relates the breadth of the data gathering to the focus of this dissertation. This investigation collected a large body of auxiliary information considered relevant to the study of the communication environment of urban Latinos. The scope of analysis in this investigation does not attempt to exhaust the rich vein of data gathered from the Chicago sample. Some of this data will be used in the analysis of controlling for the effects of some variables against observed relationships not posited by the hypotheses. In addition, the interdisciplinary nature of the Chicago investigation requires a variety of parallel descriptive and hypothesis testing analyses of the data by researchers in related fields (e.g., mass communications, journalism). This collegial approach to the analysis of the data has begun and will hopefully excite other researchers to perform secondary analyses of the data gathered in the process of this investigation.

Community Survey Setting

Spanish Speaking Population in Chicago

Both within the city of Chicago and in the greater metropolitan areas there exists a sizable Spanish Speaking community. The U.S. Population Census of 1970 estimated the Spanish Speaking population at some 247,000 within the city of Chicago (7.3 percent of the total city population) and approximately 363,000 in the metropolitan area (4.8 percent of that entity).[3] However, these figures seriously undercounted the Latino population and more realistic estimates for 1975 would place the figure around 500,000 in the city alone.[4] Whatever the true figure, this Latino community represents an important and growing segment of Chicago's population which has received relatively little attention from general researchers or specific information network planners.

In general, Latino populations nationwide are residentially segregated from one another. In Los Angeles, seventy-five percent (75%) of the Latino population is Mexican American; in San Antonio, the Mexican American figure is even higher, ninety-two percent (92%); in New

York, seventy percent (70%) are Puerto Rican; and in Miami, eighty-five percent (85%) are Cuban.[5] Chicago stands out as the only major urban center in the United States with a proportion of Mexican Americans, Puerto Ricans, and Cubans very close to the national distribution.

In comparing the 1970 Census data population figures for the Spanish Speaking people in Chicago with those of other urban centers in the United States, we find that Chicago ranks fourth in Spanish Speaking population among major American cities, behind New York, Los Angeles, and San Antonio, and ahead of Miami. Table 4.1 summarizes the data for these five urban centers.

TABLE 4.1

Estimates of Five Largest Metropolitan Spanish Speaking Populations in 1970

	Spanish Speaking Population	% of Total Population
New York	1,278,630	16.2
Los Angeles	481,668	17.1
San Antonio	335,950	51.4
Chicago	247,343	7.3
Miami	151,914	45.4
U.S. Total	9,589,216	4.7

Source: U.S. Bureau of the Census, Census of the Population: 1970, Volume 1. Characteristics of the Population, Part 15, Illinois-Section 2 (Washington, D.C.: U.S. Government Printing Office, 1973).

Actually, Chicago's Latino "community" is balanced among the various nationality and ethnic groups and forms several Latino communities unique by national standards. By 1970, acknowledging that the figures are imprecise, approximately forty-three percent (43%) are Mexican American, thirty-two percent (32%) Puerto Rican, six percent (6%) Cuban, and the balance of nineteen percent (19%) represent the other Central and South American nationalities. Statistically and culturally, the Latino people of Chicago inhabit and constitute distinctive social and geographic communities. Table 4.2 presents a comparison of the 1970 Census data on the Latino population in Chicago with the distribution of Latinos nationwide at the time of the 1970 Census.

TABLE 4.2

A Comparison of the Latino Population of Chicago with the National Latino Population: 1970

	U.S.A.		Chicago	
Mexicans	5,100,000	(55%)	106,000	(43%)
Puerto Ricans	1,500,000	(16%)	78,372	(32%)
Cubans	600,000	(7%)	15,000	(6%)
Other Latinos	2,000,000	(22%)	47,000	(19%)
Total	9,200,000	(100%)	246,372	(100%)

Sources: City of Chicago, Chicago's Spanish-Speaking Population; Selected Characteristics (Chicago: City of Chicago, Department of Development and Planning, 1973):pp. 6-8; U.S. Bureau of the Census, Census, 1970, Part 15, 1973.

No other single group of immigrants has experienced a more dramatic growth than the Latino population of Chicago. The city's foreign stock population from Mexico and Central and South America increased 84% and 285%, respectively, between 1960 and 1970. As noted earlier, these first figures may represent only a percentage of the actual number of Mexicans in Chicago. In the same decade, Chicago's Puerto Rican population increased 145%.[6] Comparable figures for the Cuban population during the same decade are not available, as the count of Chicago's Cubans was not included in the 1960 Census reports. In general, while most other national groups decreased in the period 1960 to 1970, Chicago's Spanish Speaking communities have seen a growth that has changed the very demography of the city.

Many of Chicago's older neighborhoods have become Latino barrios. Spanish is the first language of many of Chicago's oldest neighborhoods and is heard more frequently in many other communities where once English or another foreign language was spoken. In support of this language phenomena is the fact that the 1970 Census data when compared to that of 1960 revealed a more than 180% increase in the number of foreign born specifying Spanish as their mother tongue.[7] Interpreting the above figures, it is apparent that Chicago's Latinos currently form the city's second largest minority population group, one composed of distinct ethnic Latino groups that are growing rapidly and expanding to other areas of the city.

Geographical Distribution of Chicago's Latinos

Historically, the earliest and most significant Spanish Speaking influx into Chicago consisted of Mexicans and Mexican Americans. Migration of Mexicans to Chicago began in the 1920's in response to the need for laborers in the railroad yards, packing houses, and steel mills of Chicago. By 1930 there were about 20,000 persons of first and second generation Mexican stock. While South Chicago and the Pilsen/Little Village areas were the scenes of the earliest and wide scale Mexican migrations (1920-1930), the 1960's witnessed a surge of Mexican and Chicano settlement in the Near West Side.[8] In recent years the contiguous Pilsen/Little Village area continues to be the point of first settlement for many of Chicago's legal and undocumented Latino migrants. This situation is closely related to the fact that the Pilsen area remains today one of the poorest of all Latino communities.[9] It is currently estimated that the single largest group among Chicago's Latinos remain the Mexicans and Mexican Americans.

The relatively recent history of Puerto Rican migration to Chicago began shortly after World War II. By 1960, the Puerto Ricans numbered 32,000 and by 1970 the Puerto Rican population had increased to 78,000 (32% of the total

Latino population in Chicago). From their initial settlements in the West Town area, the Puerto Rican communities have shifted their locus to include Logan Square, Humboldt Park, Lakeview, and the Lincoln Park area.[10] It is currently estimated that the Puerto Rican population has probably surpassed the total for the first and second generation Mexican American population, but still lags behind the combined Mexican and Chicano population.

The recent phenomena of the Cuban population began in 1960, coinciding with the Cuban exodus from Cuba. From less than 2,500 individuals in 1960, the Cuban population increased to approximately 15,000 in 1970. Chicago's Cuban population is more geographically dispersed than the Puerto Rican or Mexican communities. The Chicago community areas with the largest Cuban populations have lower Latino densities than are found in other Latino barrios. About two-thirds of the city's present day Cubans live in five northside community areas, particularly the Uptown area.[11] Although small in numbers, the Cuban population's presence and voice in the Latino community is strongly felt.

As the preceding review of Latino settlements in Chicago demonstrates, there are several distinct Latino communities in Chicago. These Latino settlements tend to form clusters throughout the city and often contain members of all three major Latino groups within the same Latino barrio.

In the main these Latino communities are socially and economically impoverished. Inhabiting older and poorer neighborhoods, the Latinos often live with other ethnic groups without displaying a significant preference for one over another, and seem to be following an older system which results in the most recent newcomers accepting whatever is available to them. This is reflected in the statistic that per capita income of a Chicago Latino was $2,218 against $3,515 for the larger Chicago population.[12]

Census data tends to support the contention that the Spanish Speaking in Chicago are educationally deprived. The Latino population receives less education than the English speaking people in the schools and has an inordinately high drop-out rate. The average Spanish Speaking adult in Chicago has 8.6 years of schooling, and only one-fourth have completed high school.[13] Also, unemployment averages 50% more than the general population and approximately twice as many Latino households are overcrowded when compared to non-Latino households in the city.[14] These statistics may reflect the lower socioeconomic opportunities of Latinos in their homelands. Yet, the fact remains that the Latino individual faces a host of problems in the urban setting and that the lower economic conditions are correlated with a variety of social problems. This situation is particularly true of those Latino individuals who lack United States citizenship or English-language ability and who find it difficult adjusting to what otherwise is an English-language and generally non-migrant society (as described in the literature).

The preceding abbreviated description of the geographical distribution and socioeconomic characteristics of Chicago's Latino population provides the setting for a discussion of the Sample Design and Selection Procedures used in this investigation.

Sample Design and Selection Procedures

Overview

With the objective of reaching the diversity of Latino people in the barrios of Chicago, sampling for this study had to assure with adequate numbers of Mexicans, Puerto Ricans, and Cubans in the interview phase. A parallel objective was to insure that unwanted biases in the selection of the respondents not distort or misrepresent cross-group analysis of the data.

The sample design used in this study was a stratified cluster probability sample. This design was selected on the basis of substantive, methodological, and cost considerations.

One of the major objectives of the study was to enable cross-group comparisons of the responses of Mexicans, Puerto Ricans, and Cubans. Therefore, the decision was made to stratify the sample in order to make sure that the three nationalities would be included. Since the proportion of Cubans in the total Spanish Speaking population is small (6%), it was decided to sample disproportionately so as to obtain about one-third of the completed interviews from each Latino group.[15]

The final sample size of 400 was determined on the basis of an acceptable confidence rate of 95%, a margin of error less than 6%, and the availability of resources to conduct the investigation.[16]

An additional characteristic of the sampling process should be noted at this juncture. Although the ultimate sampling unit is the adult Latino respondent (either head of house or spouse), strict random sampling procedures require a list of the total number of members of the population from which to draw the sample. As noted earlier, no such list currently exists. Acknowledging the absence of such a listing procedure, our method was to draw a sample of housing units within designated Latino _barrios_ (i.e., _barrios_ in census tracts with at least 400 Latinos in the 1970 Census).

The Four-Stage Sampling Process

The sampling for this study was conducted in four stages. In the first stage, census tracts with at least 400 Latinos (the minimum number of Latinos required by Census formulas for census tract analysis) within the city of Chicago were chosen. The 1970 Census identified 155 census tracts which have 400 or more persons of Spanish language. A selection of 45 of those tracts completed the first stage of the sampling process.

In the second stage, blocks within the census tracts were selected. The third stage was the selection of housing units within the selected blocks. The final stage required the selection of respondents within households. The following sections will detail how these stages were implemented for the selection of the 400 Latino respondents.

Selection of Primary Sampling Units

Since there is no complete list of all the Mexican, Puerto Rican, and Cuban households or adults in the city of Chicago, the sampling process began with the selection of census tracts which together defined the universe of primary sampling units.

The 1970 Census of Population provides detailed socio-demographic and housing information about 155 census tracts which have 400 or more persons of Spanish language per tract. These 155 tracts include the majority of Latino _barrios_ in Chicago and contain 43,946 Spanish language households, representing 71% of all the Spanish language households in the city.[17]

In the next step of this process, the 155 Chicago census tracts were classified as predominantly Mexican American, Puerto Rican, or Cuban, based on Census data summaries from the city's Department of Human Resources and Department of Development and Planning.[18] Table 4.3 presents the classification of these 155 tracts.

TABLE 4.3

Predominant Latino Composition

Latino Group	Number of Tracts
Mexican American	64
Puerto Rican	74
Cuban	17
Total	155

A total of 45 of the identifiable Latino tracts were then selected for the primary sampling units, 15 tracts for each group. These tracts were chosen using a table of random numbers. These 45 tracts included a total of 14,437 Spanish language households, or approximately thirty-three percent (33%) of all Spanish language households in the 155 census tracts. (See Appendix D for a breakdown of tract selection.)

The 15 selected Mexican American census tracts contained 6,427 Spanish language households or thirty percent (30%) of the total households in those tracts (Table 1, Appendix D). The 15 selected Puerto Rican tracts (Table

2, Appendix D) had 4,211 Spanish language households, or sixteen percent of the total number of households, and, finally, the 15 selected Cuban tracts (Table 3, Appendix D) had 3,799 Spanish language households, or seven percent of the total number of households.

Previous studies have shown the importance of density as an explanatory factor of many behavioral and attitudinal characteristics of Spanish Speaking people.[19] After following our sampling procedure, it was possible to see to what extent the distribution of Latinos included a percentage range in relation to density figures. It appears that a good distribution of tracts by density evolved, since the Mexican tracts range in density from a low of four percent (4%) to a high of sixty-three percent (63%). Density in the Puerto Rican tracts range from four percent (4%) to forty-six percent (46%). The range of density in the Cuban tracts was not as well distributed (2% to 18%), but this apparently reflects the fact that the recent Cuban population is very small when compared with the size of the Mexican and Puerto Rican populations. These density profiles are summarized in Table 4.4.

After selection of the census tracts it was decided to draw a proportionate sample such that census tracts with more Latino households would have proportionately more respondents. To arrive at the number of interviews to be completed within each census tract, the sample N

TABLE 4.4

Latino Households and Density for Selected Sample Tracts

	Number of Households	% of Total for Tract	Density Range
Mexican (American)	6,427	30	4-63%
Puerto Rican	4,211	16	4-46%
Cuban	3,799	7	2-18%

Compiled by the Author.

(400) was divided by the number of housing units on the 45 tracts (Latino housing units only) yielding a sampling ratio. This sampling ratio was then multiplied by the number of Latino housing units in a given census tract.

Choosing Blocks within Census Tracts

The next step was to cluster respondents by selecting blocks within census tracts to save interviewer traveling time and costs. The basic sampling plan provided that one block be selected using a list of random numbers, with two additional alternative blocks chosen. This procedure was modified to include additional blocks for interviewing in the Cuban areas, given the geographical dispersion and lower density levels of the primary Cuban census tracts.

Maps were drawn for each of the three blocks (in most cases) for each primary sampling unit. The interviewer was then prepared to select housing units. Interviewers were given previous training in counting off blocks and the means of selecting housing units at which interviews were to be obtained.[20]

Choosing Housing Units within Blocks

After preparing block maps, the next task was to provide the interviewer with a standard procedure for selecting the housing units at which interviews were to be conducted. Directions were given to the interviewer on how to begin with a randomly chosen starting corner, and armed with this chosen corner and appropriate skip intervals, the individual housing units were screened and selected. Strict procedures were also outlined for how interviewers were to count off households while moving around the block seeking interviews.

Choosing Respondents

After locating the individual housing unit, the interviewer was given specific instructions as to which Latino adult to interview. Basically, the heads of house or spouse were chosen according to the instructions provided by the Interviewer Supervisor. The goal at this stage of the sampling process was to obtain a spread of men and women, as well as heads of house and spouses. The method of respondent selection used is one recommended by Backstrom and Hursh.[21]

Upon making contact at a selected household, the interviewer was then given instructions to determine if the designated respondent was available for an interview. If the designated respondent was not available, the interviewers were instructed to make an appointment to return at a convenient time to complete the interview. These instructions were reviewed and practiced in the interviewer training session and were also included within the body of the interview instrument (see Appendices A and B).

As a result of the procedures outlined above, a total of 400 Latino adults were interviewed in the sample plan. Additional details of the sample plan are given in the sections on Final Field Interviewing. At this junction, we turn to a discussion of the instrumentation used for data collection.

Instrumentation and Fielding

Instrumentation

A structured personal interview administered by trained bilingual interviewers was the means of data collection in the Chicago barrios. The development of the identical English and Spanish language interview schedules was this investigator's responsibility, with advice and assistance from the Operations, Market, Advertising, Research, Inc. (OMAR) and the National Opinion Research Center (NORC) of the University of Chicago. Working drafts were regularly submitted to the members of the University of Wisconsin Advisory Committee, to NORC, OMAR, and to Latino individuals and organizations and agencies throughout the Chicago area.*

Numerous questions regarding the comparability of the Spanish and English language versions were raised and settled to our satisfaction and that of the Latino interview schedule readers. Decisions were made on the sequencing of questions, the suitability of the format, adequacy of skip patterns, the level of specificity of interviewer instructions, adequacy of close-ended questions, and the fundamental concern of the substance and tone of the specific interview questions. The same procedure was followed after the pretest for the revision of the final field schedules. It is important to note that all the pretest respondents requested that the interview be conducted in Spanish, a factor that influenced greater attention to the Spanish version of the interview schedule.

Each of the final interview schedules (Appendices A and B) contained 164 questions divided into fourteen sections: Ethnic Heritage, Residence and Relatives, Children and Schools, Friendships, Use of Interpersonal Resources, Radio and TV, Education, Reading, Public Library Use, Organizational Memberships, Political Participation,

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*A full description of the contributions of OMAR and the NORC is available in Appendix C.

Latino Status, Telephone, and Demographics.

The Latino research agency (OMAR) with consultant help from NORC, trained the bilingual interviewers in the use of the interview schedules and gave specific question-by-question specifications on the utilization of the schedules. The majority of the questions were close-ended and the schedules included the response categories and column numbers for variable identification. The few open-ended items were edited and coded with the full completed schedule under the supervision of this investigator at the University of Wisconsin-Madison during late April and early May.

Interviewer Selection and Training

Preliminary discussions with the NORC and the Survey Research Laboratory of the University of Wisconsin indicated a general lack of identified bilingual interviewers. Our primary concern in this matter was to identify, select, and train bilingual interviewers and to match the ethnicity of the interviewer with that of the respondent, a procedure that is frequently suggested but rarely followed in investigations of this type.[22]

In addition to contacting individuals suggested as interviewers by various Latino groups and individuals in Chicago, OMAR sent letters of inquiry to Northwestern University, the Circle Campus of the University of Illinois, and other academic institutions throughout the Chicago area. Another list of potential interviewers was compiled by this investigator from his discussions with the leaders and members of various Latino organizations in Chicago.

Each potential interviewer was screened through OMAR and then scheduled to attend a three-day interviewer training session. The NORC provided valuable consultation and examples of interviewer training packages which were subsequently revised for use during the training period, as provided by our contractual arrangements (see Appendix C). The bilingual interviewers were then selected from this pool of trained Latino interviewers for the final field interviewing. From approximately twenty trained potential interviewers, between ten and fifteen were available for field interviewing during the final interviewing phase from February to April 1977.

The Pretest

The pretest was conducted December 17-21, 1976. The bilingual interviewers were supplied with a list of names and addresses of Latinos residing in areas, not included in the final sample design, with a method for selecting among them for interviewing purposes.

The goals of the pretest were to: (1) determine the period of time needed for the interviews; (2) identify those items in need of revision; (3) insure that the questions in Spanish and English language schedules were indeed comparable; (4) and to determine any interviewer problems found in the conduct of the interviews to improve the final interviewer training sessions.

The pretest yielded twenty-two (22) completed interviews, all of which were conducted in Spanish (eight Cubans, seven Puerto Ricans, and seven Mexican Americans). In addition, this investigator conducted an additional five interviews with Latinos in English to pretest the English-language version.

The necessary time to conduct the interviews varied from thirty-five minutes to seventy minutes, the average time being approximately forty-five minutes. Following the pretest interviews, the interviewers were then debriefed and the interview schedules were revised in light of problems posed by the pretest.

Final Field Interviews

The bilingual interviewers began field operations in February 1977 and concluded the final personal interviews by the end of April. Approximately two months was required to complete the necessary number of interviews. The cold February weather posed a threat to the physical welfare of the Latino interviewers, but the weather soon warmed and the interviewing proceeded as planned.

The refusal rate was approximately twelve percent and it was necessary to make calls back to interview approximately fifteen percent of the respondents. The average interview lasted forty-five minutes. The description of the sample for the final field interviews is presented in the next chapter, "Analysis and Findings."

Analytical Procedures

Editing and Coding

After verification of five percent of the interview schedules by OMAR, the completed interview schedules were delivered to the University of Wisconsin-Madison for preparation and analysis. Each of the 400 interview schedules was reviewed and edited in accordance with the coding specifications incorporated in a coding manual. The responses to the questions, both those answered and those skipped (inapplicable questions), were coded into numerals and transferred onto IBM cards for machine analysis. Each schedule required eight IBM cards; a total of 3,200 IBM cards were keypunched and verified for the 400 respondents.

Although the majority of the items were close-ended, a content analysis scheme and coding specifications were developed for open-ended questions. The editing of the schedules was done by trained coders under the supervision of this investigator. For all variables, a thirty percent sample of the schedules were coded by a second coder and the scores resulting from the two codings compared. A measure of inter-judge reliability was developed and computed; coding reliability was calculated to be .93. The three coders, in addition to this author, were bilingual and familiar with survey data preparation and analysis.

The Indices

The hypotheses in this investigation require that two sets of measures be utilized: (1) a set of four separate indices: Reading Activity Index (RAI), Mass Media Use Index (MMU), Public Library Use Index (PLU), and Formal Voluntary Association Participation Index (FVAP); and (2) a set of measures for the socioeconomic, demographic, and control variables described earlier in the design.

A major consideration in developing the indices and other variable measurements was to utilize measures which have been previously applied in research related to our subject to enable as much replication and comparison of this investigation to other research designs and findings. An additional concern has been to refine the indices for applicability to some of the unique characteristics of the Latino population.

Reading Activity Index (RAI)

The Reading Activity Index (RAI) presented here is modeled largely on the measure developed by Helen Lyman (1975) in her study of library materials for the adult new reader.[23] This reading activity index has the capability of measuring two related dimensions of reading activity: (1) the amount of reading, and (2) the type of material read. While neither of these reading activity factors are measured with great depth or accuracy, the combination of variables in the reading activity measures utilized cover major concerns in reading activity and permit the development of an "index" figure that represents reading activity.

Lyman's RAI established an index of reading activity for respondents in her study ranging from "least active" to "very active," based on several variables in the reader's use of newspapers, magazines, comics, and books. The RAI used in this investigation incorporates the major elements of the Lyman RAI and quantitatively measures reading activity with three sets of materials: newspapers, magazines, and books. Each respondent is classified to the extent of his or her reading activity as least active, active, and very active for each of the three print mediums. The total RAI score for each respondent is the individual's summative score for each of the three reading variables. Table 4.5 summarizes the reading variables, the scales, and the scoring procedure used with the RAI for this present study.

TABLE 4.5

The Reading Activity Index

Variable	Scale	Score
Newspapers read regularly in past year	One newspaper	1
	Two newspapers	2
	Three or more newspapers	3
Magazines read regularly in past year	One magazine	1
	Two magazines	2
	Three or more magazines	3
Books read in last year	One to three books	1
	Four to nine books	2
	Ten or more books	3

FINAL COMBINED SCORE AND RATING

Score	Rating
1-3	Least Active
4-6	Active
7-9	Very Active

The RAI used in this investigation retains the identical scale for books used by Lyman and substitutes number of magazines read for the number of types read incorporated in the Lyman RAI. Consultation with a panel of communication experts in Chicago, Illinois and Madison, Wisconsin led to the omission of comic or fotonovella (illustrated adult pulp materials) reading as a RAI variable and to the analysis of this type of reading independent of the RAI scores.[24] The decision to quantify newspaper reading on the basis of the number of newspapers regularly read, rather than the Lyman measure of frequency of use, was made in consultation with communications research experts; this further enables comparisons of newspaper reading with studies conducted by the Mexican-American Study Project[25] and the National Education Resources Institute, Inc., which have considered the reading behavior of Latinos, including the variable of Latino newspaper use.[26]

The RAI score for respondents in the sample will also be described and discussed in relation to three additional reading variables: (1) whether respondents report reading in English, Spanish, or both languages; (2) whether respondents read illustrated materials such as comics and fotonovellas (adult pulp materials), and (3) whether respondents report book ownership. In this fashion the RAI score for the respondents can be related to two reading variables not generally considered in much of the previous research: the impact of language format of reading materials and the reported usage of illustrated adult pulp materials. The third variable of book ownership will also be individually correlated to the RAI scores for the respondents.

Mass Media Use Index (MMU)

The instrument for measuring the use of radio and television is partially based on the Communication Practices Index (CPI) developed by Hardy Franklin in his study of Black adult communication behavior.[27] Franklin's CPI closely paralleled in construction and consideration of variables Lyman's RAI and was modeled upon it. The CPI relies upon traditional quantitative use measures of radio and television, measures which have been widely applied in mass communications research.

Franklin's CPI established an index of mass media communication practices for respondents in his study for the purpose of classifying individuals from "least active" to "very active," based on the frequency of television news watching and radio listening. The concept of television viewing and radio listening for "news" purposes is a useful research focus but offers a distinction which has not been directly incorporated in our own measure of Mass Media Use (MMU). Rather, our MMU Index incorporates the traditional frequency of use measures for television viewing and radio listening, and considers dependence on the radio and television media for news on the Latino community as a classification variable correlated with the general MMU scores for the respondents. Each respondent in this investigation is classified to the extent of his or her use of radio and television as least active, active, or very active for each medium. The measure of television viewing is based on the respondent's reported weekly and daily use of television. A similar measure for radio listening considers the weekly and daily use of radio by the respondents. The MMU score for each respondent is the summative score for the set of radio and television measures. Table 4.6 summarizes the scales, scoring, and rating procedures used with the MMU.

TABLE 4.6

The Mass Media Use Index

Variable	Scale	Score
Television viewing, Weekly use	One day or part of a day	1
	Few days a week	2
	Every day	3
Television viewing, Daily viewing	1-60 minutes	1
	61-150 minutes (1-2.5 hrs)	2
	151 minutes or more	3
Radio listening, Weekly use	One day or part of a day	1
	Few days a week	2
	Every day	3
Radio listening, Daily listening	1-60 minutes	1
	61-150 minutes (1-2.5 hrs)	2
	151 minutes or more	3

FINAL COMBINED SCORE AND RATING

Score	Rating
0	Inactive
1-4	Least Active
5-8	Active
9-12	Very Active

The MMU scales were developed in discussion with a panel of mass media communication experts in Chicago, Illinois and Madison, Wisconsin. A major consideration in the development of the MMU was to enable comparisons with earlier studies of Latino use of radio and television.[28] The MMU Index used in this investigation represents an attempt to classify respondents using categories commonly referred to in the mass communications research and as such presents only a general profile of radio and television use. This general profile of radio and television use is given more substance by the consideration of two additional mass media measures which relate more directly to the characteristics of Latino use of the radio and television media.

The MMU scores for our sample will be discussed and related to two additional mass media measures for analytical purposes: (1) the respondent's language preference for English, Spanish, or bilingual radio and television programming, and (2) the self-reported degree of dependence upon television and radio for information about the Latino community. The self-reported degree of dependence of radio or television for information about the Latino community has three values: hardly at all, somewhat, and a great deal. These two qualitative measures of language preference and dependence on radio and television for information on the Latino community enable a richer analysis of the communication practices of the Latino community.

Public Library Use Index (PLU)

The measure of Public Library Use (PLU) developed in this investigation is based on the number of times the respondent reports having used the public library in the past year. The Public Library Use score differentiates the respondents as least active, active, and very active users of the public library. Those respondents reporting no use of the public library in the past year are classified as inactive but potential public library users. Table 4.7 presents the PLU Index.

TABLE 4.7

The Public Library Use Index

Variable	Scale	Score
Public library use in the past year	One to five times	1
	Six to ten times	2
	More than ten times	3

FINAL SCORE AND RATING

Score	Rating
0	Inactive
1	Least Active
2	Active
3	Very Active

The PLU Index was developed in discussion with librarians in the Chicago and Madison area and will enable comparisons with previous library use studies such as those conducted by the National Education Resources, Inc. and the Library Development Program of the Organization of American States.[29]

The respondent's PLU scores will also be related to three other indicators of Public Library Use: (1) recency of use (within last six months); (2) use of the librarian for aid, and (3) recommendation of the library to friends based on the respondent's own experience. Consideration of these three variables will add a qualitative dimension to the quantitative measure of Public Library Use.

Formal Voluntary Association Participation Index (FVAP)

The Formal Voluntary Association Participation Index (FVAP) is the final index to be utilized for this study and is identical with one of the indices used in the research of F. Stuart Chapin and Robert Zehner on social participation.[30]

The FVAP Index score represents a combined measure of the number of FVA memberships reported by the respondents and the frequency of attendance at meetings. The FVAP score differentiates the respondents as inactive, least active, active, or very active participators. Table 4.8 presents the FVAP Index.

TABLE 4.8

Formal Voluntary Association Participation Index

Variable	Scale	Score
FVA memberships currently reported by the respondent	One FVA membership	1
	Two FVA memberships	2
	Three or more memberships	3
Frequency of attendance for each FVA membership	A few meetings	1
	Most meetings	2
	All meetings	3

FINAL COMBINED SCORE AND RATING

Score	Rating
0	Inactive
1-4	Least Active
5-8	Active
9-12	Very Active

The FVA score for the respondent represents a summative index figure of the two variables: the number of organizational memberships and the reported frequency of attendance for each of up to three FVA memberships. This identical scoring procedure has been utilized in the research of F. Stuart Chapin, Robert Zehner, and other researchers in this area and has been considered a viable instrument for measuring FVA participation by the resource panel of experts.

The respondent's FVA score will be related to the one additional variable associated with Latino FVAP: the homogeneous or heterogeneous composition of the FVA memberships reported by the respondents. This consideration of the nature of ethnic group composition will add a dimension of participation not previously tapped by most researchers in this area.

Statistical Analysis

This investigation has gathered a great body of data that will serve two purposes in this initial analysis of the data. The broad purpose of profile building, to distinguish readers from nonreaders, participators from nonparticipators, and to characterize respondents by their responses to a wide range of communication and sociodemographic variables requires an extensive array of descriptive statistics. The single variable procedures applicable to dichotomous, nominal, ordinal, and interval and ratio data include proportions, percentages, ratios, means, medians, quartiles, and standard deviations. The bivariate procedures applicable and used in this round of analyses rely primarily on Chi-square tests, means, and correlation techniques.

The hypotheses proposed in this chapter will be statistically treated with computer programs available through the Madison Area Computing Center of the University of Wisconsin. The Chi-square, Kendall's tau, gamma, and correlation techniques will be applied to the data, if appropriate to the level of measurement, for the variables. Inter-item correlations will be run for all the variables that compose the indices presented earlier in this chapter. Chi-square tests of association are reported as significant at the .05 level and correlations are reported as significant at $p \leq .01$.

The general task of understanding what differentiates users and nonusers of the formal and informal information resources will be undertaken by developing statistical typologies of different kinds of users and nonusers and comparing these typologies to each other. The specific task of hypothesis testing relies upon testing the predicted statistical variation in the independent and dependent variables using the appropriate analytical techniques.

Summary

This chapter on methodology began with a review of the problem statement and the theoretical basis for this study. Hypotheses and definitions were presented for testing in this investigation and followed by an overview of the Study Design.

The survey research design was presented with an additional focus on the current population and demographic characteristics of the Latino population in Chicago. The four-stage stratified cluster probability sample was presented as well as a review of the development of the interview schedule used for data gathering and details of the training of the bilingual interviewers.

This chapter concluded with a review of the indices used for measurement of the FVA participation, reading activity, public library use, and use of the mass media by the respondents. The basic statistical approach was described in relation to the two purposes: (1) developing statistical profiles of communication behavior of the respondents, and (2) testing the hypotheses for which data was gathered in this investigation.

The next chapter will present the socio-demographic and communication profiles of the sampled Latino population of Chicago and present the data as it relates to the testing of the hypotheses in this study and the previous research in this area.

Notes to Chapter IV

[1] The Office of Libraries and Learning Resources, Office of Education, awarded the Library School of the University of Wisconsin-Madison, a grant of $18,702 to investigate the use of media by an urban Latino population. Professor Margaret E. Monroe was named Principal Investigator and Daniel F. Duran as Project Director. The proposal funding began June 30, 1976 and expires Sept. 30, 1977 (Project Number 475AH60019, Grant Number G007603015).

[2] Sidney Verba, Bashiruddin Ahmed, and Anio Bhatt, Caste, Race, and Politics: A Comparison of India and the United States (Beverly Hills, Calif.: Sage, 1971), p. 18.

[3] City of Chicago, Chicago's Spanish-Speaking Population: Selected Characteristics (Chicago: City of Chicago, Department of Development and Planning, 1973), pp. 1-2.

[4] In the past few years a number of special reports have commented on the undercount of Latinos in this country. One major report to focus on the undercount in the Chicago and Midwest was prepared by Isidro Lucas, "The Spanish Speaking Program: Report 2: Demographics of Spanish Speaking in Region V" (Chicago: U.S. Department of Health, Education and Welfare, Region V, 1976)(mimeographed). A recent report that also considers the question of undercounting is that of John Walton and Luis Salces, The Political Organization of Chicago's Latino Communities (Evanston, Ill.: Northwestern University, Center for Urban Affairs, 1977). Techniques for estimating the total current Latino population are presented in Vasquez Associates, Assessment of the Principal Needs of the Spanish Speaking in Chicago (Milwaukee: Vasquez Associates, 1975); and Chicano Mental Health Training Program, A Profile of the Spanish Language Population in the Little Village and Pilsen Community Areas of Chicago, Illinois and Population Projections 1970-1980 (Chicago: Centro de la Causa, 1975).

[5] City of Chicago, Chicago's Spanish-Speaking (Department of Development and Planning, 1973), p. 8.

[6] City of Chicago, Chicago's Spanish-Speaking Population (Chicago: Department of Human Resources, 1973), p. 1.

[7] The data on language is reported in: U.S. Bureau of the Census, Census of the Population: 1960, Vol. 1, Characteristics of the Population, Part 15, Illinois, Table 79, Table 80 (Washington, D.C.: U.S. Government Printing

Office, 1963); and U.S. Bureau of the Census, Census of the Population: 1970, Vol. 1, Characteristics of the Population, Part 15, Illinois, Table 81 (Washington, D.C.: U.S. Government Printing Office, 1973).

[8] The brief capsulation of Chicago's Latino settlements is largely drawn from three sources: Luisa Año Nuevo de Kerr, "Chicano Settlements in Chicago: A Brief History," Journal of Ethnic Studies 2:4 (Winter 1975), pp. 22-32; Walton and Salces, The Political Organization, 1977, pp. 12-40; and City of Chicago, Chicago's Spanish-Speaking (Department of Development and Planning, 1973), pp. 2-4.

[9] A review of the socioeconomic conditions of Chicago's current Latino barrios is presented in Walton and Salces, The Political Organization, p. 22; and City of Chicago, Chicago's Spanish-Speaking (Department of Development and Planning, 1973).

[10] City of Chicago, Chicago's Spanish-Speaking (Department of Development and Planning, 1973).

[11] Walton and Salces present a current picture of Cuba immigration to Chicago in The Political Organization, pp. 35-36, and note that many Cubans resettled directly from Miami to Chicago.

[12] City of Chicago, Chicago's Spanish-Speaking (Department of Development and Planning, 1973), p. 16.

[13] Ibid., p. 27.

[14] Ibid., p. 31.

[15] If we had decided to use proportionate sampling based on 1970 Census figures, then 6% of the sample would have been Cuban, resulting in a subsample of only 25 Cuban respondents, which is obviously too small for most analytic purposes.

[16] This study based the drawing of the sample on the principles contained in two standard texts: L. Kish, Survey Sampling (New York: John Wiley and Sons, 1965); and Hubert M. Blalock, Jr., Social Statistics (New York: McGraw-Hill, 1972).

[17] U.S. Bureau of the Census, Census of the Population: 1970.

[18] City of Chicago, Chicago's Spanish-Speaking (Department of Development and Planning, 1973); and City of Chi-

cago, Chicago's Spanish-Speaking (Department of Human Resources, 1973).

[19] See, for example, Leo Grebler, Joan Moore, and Ralph Guzman, The Mexican-American People (New York: Free Press, 1970).

[20] The interviewer training sessions conducted by OMAR benefitted from assistance provided by the NORC in matters relating to selection of household units to be interviewed.

[21] C. H. Backstrom and Gerald D. Hursh, Survey Research (Evanston, Ill.: Northwestern University Press, 1963).

[22] Susan Welch, John Comer, and Michael Steinman, "A Research Note on Interviewing in a Mexican-American Community," Public Opinion Quarterly, 33 (Spring 1973), 115-126.

[23] Helen Lyman, Library Materials in Service to the Adult New Reader (Chicago: American Library Association, 1973), pp. 197-227.

[24] The panels in Madison, Wisconsin and Chicago, Illinois included representatives from the English and Spanish newspapers, communication experts from the National Opinion Research Center, the communications research director of Operations, Market, Advertising, Research, Inc. (Chicago's major research and advertising organization focusing on Latinos), and faculty members from the University of Wisconsin Mass Communications Research Center and the Northwestern University's Center for Urban Affairs. These resource individuals also served on the panels for development of the MMU and the FVAP.

[25] Grebler et al., Mexican-American People.

[26] National Education Resources Institute, Inc., A Systems Analysis of Library and Information Services Developing Criteria to Design an Optimal Model Concept (Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Libraries and Educational Technology, 1972).

[27] Hardy Franklin, "The Relationship between Adult Communication Practices and Public Library Use in a Northern, Urban, Black Ghetto," Ph.D. dissertation (Rutgers, 1971), pp. 38-45.

[28] The use measures developed for the MMU will enable some comparisons with the data from the Mexican American Study Project and the National Education Resources Insti-

tute study.

[29] National Education Resources Institute, Systems Analysis; and the Organization of American States, "Proyecto LEER Questionnaire," Washington, D.C.: Organization of American States, Library Development Program, 1972 (Mimeographed).

[30] Stuart Chapin and Robert B. Zehner, Across the City Line: A White Community in Transition (Lexington, Mass.: Lexington Books, 1974), pp. 74-77.

CHAPTER V

ANALYSIS AND FINDINGS

Introduction

The purpose of this chapter is to describe and analyze some aspects of Latino communication behavior and resource utilization. Specifically, this chapter considers some of the channels used by Latino people to keep informed and to bring resources to bear on their problems. The basic premise of this study is that information seeking, reading activity, and mass media use are critical activities that serve as the foundation of adult public knowledge. This chapter will add to our knowledge of such behavior by Latinos in general and as subgroups by presenting descriptive profiles of such behavior and testing some of these relationships through hypotheses.

The purposes of this investigation required that a survey research plan be developed and carried out to interview a sample of 400 Latinos living in various barrios of Chicago. Bilingual interviewers carried out this task during the winter period of February to April 1977. The data collected thus represents the responses of 400 individuals of Mexican, Cuban, and Puerto Rican heritage, each of whom spent approximately one hour replying to an interview schedule containing a total of 164 questions. The final tally was 370 interviews (93% of the total) conducted in Spanish and 30 in English (7%).

After the verification of the schedules in Chicago, the forms were transmitted to Madison for data preparation and analysis. At the conclusion of this process, the raw data were cleaned and transformed into data files on computer tape to facilitate storage and analysis. A series of descriptive, contingency, and correlational analyses were performed on the data. This chapter presents the results, interpretation, and discussion of this initial analysis of a major data bank on Latino communication behavior.

The basic description of the sample and the series of general communication behavior and resource use profiles presented here are based on a review of approximately three-quarters of the total number of question-response sets for the total sample. Some areas, such as perceptions of bilingual education programs and the related questions of political knowledge and participation, are not presented in this first general presentation of the data. The decision was made to focus on those concerns that relate most directly to the interests of librarians, information network planners, and related professional interests. Although there are many possible approaches to the large body of data gathered in this investigation, our attempt has been to create structure within diversity, to synthesize the data that relates to many of the concerns presented in the previous chapters.

In reporting the findings, univariate statistics are frequently followed by bivariate and multivariate descriptive profiles of the focal variables for both the total and subgroup samples. In order to study relations between the variables, crossbreaks will be frequently used to present the nominal and ordinal level data while correlation matrices are utilized when appropriate for the interval scale data. As indicated in Chapter IV, Chi-square (x^2) tests of association are reported as statistically significant at the .05 level and simple correlation coefficients (r's) are reported as statistically significant at the $p \leq .01$ level. In most cases, except where noted, percentages are based on total n's which do not include inapplicable responses, non-responses, or other missing data. In the case of presenting the correlation coefficients of original and transformed variables, the bivariate subsample method is used. This method is based on the subsample of data present for both values of a pair of variables.

This report of the findings does not include analysis of variance, regression, or other multivariate techniques. Our primary purpose is to develop some baseline descriptive profiles and test a set of hypotheses in the relatively unexplored area of Latino communication behavior. The statistical methods chosen for this purpose are considered adequate, although avenues for the application of these multivariate statistical techniques will logically stem from this analysis of the data.

The presentation of findings begins with a detailed description of the social characteristics of the sample. The social profiles are followed by an examination of the barrio network and the communication behavior of the Latino sample. A review of the Latinos evaluation of institutional performance sets the stage for the analysis of the role of the public library. The results of the hypothesis testing conclude this presentation of the data.

Social Characteristics of the People

Overview

A concern for the personal and social characteristics of the Latinos who cooperated in this investigation is manifested in this first section on sample description. The characteristics are classified under four general areas:

1. Personal characteristics include ethnic group membership, sex, citizenship status, age, residency, marital status, and family composition.
2. Socioeconomic characteristics include employ-

ment status, occupation in current employment, home ownership, and individual income.

3. Educational characteristics include formal education, and participation in GED (General Equivalency Diploma), ESL (English as a Second Language), and AE (other Adult Education) classes and programs.
4. Language and reading factors include language spoken most, language used most, reading abilities in English and Spanish, and preferred reading languages.

Personal Characteristics

Sample Composition, Sex and Marital Status

A series of questions focused on the ethnic self-identification and background of the respondent. The first indication of the strength of Latino cultural background among the respondents was the preference of 93% of the sample of 400 for having the interview conducted in Spanish. Table 5.1 presents the composition of the sample on the basis of self-identification and country of birth or origin by sex and marital status.

One basic goal of the sample design was to insure significant numbers of the three ethnic groups by sex for interview purposes. The Mexicans (including Mexican Americans) constituted the largest percentage of the sample, accounting for 40% of the total. Also, the percentage of Mexican males exceeded the number and percentage of males

TABLE 5.1

Sample Composition by Sex and Marital Status

	Ethnic Group				
	Mexican[a] (n=162)	Cuban (n=111)	Puerto Rican (n=127)	All Latinos	# of cases
A. Sex					
Male	54%	46%	41%	48%	192
Female	46	54	59	52	208
Total	100%	100%	100%	100%	400
B. Marital Status					
Married	69%	69%	58%	66%	262
Unmarried[b]	31	31	42	34	138
Total	100%	100%	100%	100%	400
All Latinos	40%	28%	32%	100%	

[a] Includes both Mexicans and Mexican Americans unless otherwise noted in all tables.

[b] Includes those reporting separations from spouse for one or more years.

in the remaining two ethnic groups. The Puerto Ricans accounted for 32% of the sample, including the largest percentage of women (59% of Puerto Ricans) for any of the three groups. The percentages of Cuban males and females reflected a reversal of the Mexican distribution while their subgroup sample size accounted for the smallest percentage of the total sample (28%).

The approximately equal distribution of males to females for the total sample can be explained partially as a function of the time sequence of the interviews and the maintenance of daily tallies for respondent's sex by the interview supervisor. Interviewers were instructed to pursue interviews in late afternoons, evenings, and weekends in an effort to strike a balance between males and females available for household interviews. This procedure also enabled the interviewers to contact and interview a spread of employed males and females, generally unavailable during the daytime hours. The conscientious and thoroughly trained Latino interviewers were able to exercise a degree of individual discretion in the final selection of individual respondents, including the decision to return at another time to interview a potential respondent not immediately available for the interview.

The third set of personal characteristics to emerge from Table 5.1 reflects on the majority of unseparated married respondents interviewed for each of the three ethnic groups. The Mexican and Cuban groups report identical percentages of currently married respondents (69%). The percentage of married Puerto Ricans is lower than that of the other two groups, which may be partially accounted for by their reporting the largest percentage (16%) of respondents separated from their spouses for any one group. Including separated with currently married respondents within each group would have resulted in all three groups having approximately the same percentage of married respondents (75%). All tables which consider marital status in this chapter will take the former calculation based on the distinction between currently married and unmarried respondents.

At this point it is possible to begin considering what comparisons can be made between these social characteristics of our tripart sample population and the estimated total Chicago Latino population (1970).[1] Using the available 1970 Census data, that comparison is made available in Table 5.2.

It appears from Table 5.2 that there is a relatively good match between our sample percentages and those of the 1970 Census data. There are two major limitations in making comparisons between these two sets of data. The first is that our focus has not been on the total Spanish Speaking population of Chicago, but rather on the three major Latino groups who together account for the majority of Latinos in both Chicago and the nation. The second inherent limitation concerns the time frame of the two surveys. The 1970 Census data is not only seven years old, but it is acknowledged by demographers and Census Bureau specialists to have seriously undercounted the Latino population in Chicago and throughout the nation.

TABLE 5.2

A Comparison of Three Basic Characteristics of the Sample Population With the Total Latino Population in Chicago

Characteristic	Sample (1977)	Chicago (1970)
A. Ethnic Group		
Mexican	40%	43%
Cuban	28	6
Puerto Rican	32	32
Other	-	19
Total	100%	100%
B. Sex		
Male	48%	50%
Female	52	50
Total	100%	100%
C. Marital Status		
Married	66%	55%
Unmarried	34	45
Total	100%	100%

Given these limitations, it is still possible to consider that our sample presents a contemporary profile of the three major Latino groups and that it is possible to safely generalize some of our core findings to the general Latino population in Chicago. The degree of generalization is much greater to those Latinos who live in other Latino barrios than it is to Latinos who have settled out of the barrio or other ethnic or minority areas. Similar comparisons will be introduced in this chapter as they apply to either the total Latino population of Chicago or the Latinos nationwide.

Country of Origin and Citizenship

A series of questions also inquired as to the respondent's country of birth as well as that of his or her parents and grandparents. Reflecting the distribution of the three ethnic groups among the total sample, Table 5.3 presents information on the ethnic background of the respondent by country of birth as well as for the respondent's parents.

TABLE 5.3

Country of Birth for Respondents and Respondent's Parents

	Country of Birth				Total
	Mexico	Cuba	Puerto Rico	U.S.	
A. Respondent	32%	27	29	12	100%
Number of Cases	127	109	116	48	400
B. Parents					
Father	39%	25	32	4	100%
Mother	39%	27	32	2	100%

The most salient characteristic emerging from Table 5.3 is that the vast majority of the total sample (88%) were born outside the continental United States. Mexico accounts for the largest percentage of foreign born, reflecting their plurality in the total sample composition. The Mexican ancestry of this ethnic group is reinforced when considering that 81% of the respondents of Mexican ancestry were born in Mexico, and 98% of their parents were born in Mexico. Thus, it can be said that almost the total Mexican ancestry sample can claim direct cultural roots to Mexico by virtue of Mexican birth or origin within the preceding two generations. This pattern of national origin of the Mexican group finds parallels in the cases of the Cuban and Puerto Rican groups.

Only two of the total number of Cuban respondents (n=111) were born outside of Cuba. Almost the total Cuban group (98%) can be definitely characterized as an immigrant group, a group that will be shown to be of relatively recent immigrant status in the United States. As for the Puerto Rican sample, although Puerto Rico has been directly associated with the United States since the turn of the century, the vast majority of the Puerto Rican sample (91%) claim birth in Puerto Rico. This very high rate of foreign born for each Latino group is substantially higher than the estimates of Latino foreign born statistics available in the 1970 Census.

The 1970 Census estimates that 36% of the population defined as being of Mexican origin were born in Mexico, compared to 79% of the Cuban sample reporting birth in

Cuba.[2] It is apparent that a combination of sample design factors, potentially large Census undercounts, and changes in the foreign born composition over the last seven years may explain some of the variation between the 1970 Census data figures and our own sample statistics. Regardless of the causes of the differences in these sets of statistics, the fact remains that for each of the three groups the question of national origin and its implications are salient ones for this investigation.

The 1970 Census reports that almost 200,000 or 80% of the total Spanish Speaking population of Chicago were citizens.[3] Excluding the U.S. born Mexican Americans and all Puerto Ricans, this same 1970 Census report indicates that 30% of the total foreign-born Latino population in the city were naturalized U.S. citizens. Our own 1977 statistics reveal a substantially different picture of Latino naturalization.

The first question in the interview section on political participation (Appendix A, Section K) asked each foreign-born respondent to indicate their current citizenship status. A total of 178 Cubans and Mexicans representing 80% of foreign-born respondents who replied to the question reported non-U.S. citizenship (n=226). The detailed breakdown of citizenship status is presented in Table 5.4.

TABLE 5.4

Citizenship Status of Foreign-Born Mexicans and Cubans[a]

Foreign-Born	Citizenship Status					Total
	U.S. Citizen	Permanent U.S. Residence	Applying for Citizenship	Refugee	Mexican	
Mexicans	13%	39	12	-	36	100%
Cubans	31%	33	11	25		100%
All foreign-born	20%	37	12	12	19	100%
Number of cases	48	82	26	27	43	226

[a] Base represents 82% of total foreign-born responding to question.

The data in Table 5.4 indicate that only one in five foreign-born Latinos in our sample are currently U.S. citizens. The Mexicans indicate a relatively low incidence of U.S. citizenship, as only 13% of the Mexican-born respondents claim U.S. citizenship. Another 39% claim permanent U.S. residential status. It is interesting to note that 36% of the Mexican-born sample continues to claim Mexican citizenship, with approximately one-half of them (17% of Mexican-born) specifying that their actual status was that of an undocumented alien or worker. Our findings appear to be in conflict with the 1970 Census data that shows a higher percentage (30%) of foreign-born naturalized citizens for the Latino population. One very likely source for this difference is the previously cited tendency by the Census and other governmental agencies to undercount the number of Latinos, particularly undocumented Latinos of Mexican birth. In our case every effort was made to obtain the cooperation of all individuals, regardless of citizenship status.

In the case of the Cuban population, a somewhat different picture emerges from the data in Table 5.4. Cubans to a larger degree have opted for U.S. citizenship, reflecting the growing tendency of Cubans to abandon their once predominant citizenship status of "refugees." Our data indicate that although 25% of the total Cuban sample continue to identify themselves as "refugees," it is also true that 31% of the Cubans have become U.S. citizens, while an additional 11% have applied for citizenship, and the remaining 33% report permanent residential status.

The preceding statistics have very important implications for both the areas of sample design strategy in survey research and the availability and adequacy of institutional resources to serve the total Latino population. In the first case of efficient sample design plans, unless improved measures and techniques are adopted by both governmental and private agencies for identifying Latinos in high-density Latino areas, it is probable that the problem of undercounts and inefficient sample designs will continue to affect the utility of general and specific research on Latinos.

Undercounts of the Latino population affect all the public and private decisions and programs that depend on an accurate census count. First, major inequities will continue to exist in legislative apportionment, revenue sharing, and other federal and state aid based on population. And more important for our focus, if the undercount is highest for people who are poor, illiterate, homeless, jobless or foreign-speaking, then both the size and needs of welfare, education, housing, and job-training programs intended for such people are seriously underestimated. This obviously has important implications in relation to delivering adequate library and information services to Latinos.

In concluding this discussion on the citizenship status of the Cuban and Mexican sample,it is evident that these two groups have taken divergent paths in relation to this very important indicator of residential and national status and assimilation. The increasing rate of citizenship among Cuban-born respondents can be contrasted to the significant percentage (37%) of the Mexican-born respondents who continue to maintain and identify Mexican citizenship status. This relationship is borne out by the x^2 test that confirms the association between ethnic group membership and citizenship status at the .001 level of significance. This is only the first of many such tests of association that will lead us to validate the necessity of considering the impact of Latino subgroup membership as a significant intervening variable in the subsequent calculations between variables of interest in this study.

Residential Patterns

The preceding discussion on ethnic group differences has supported the need to consider how the three ethnic groups differ in their relationships to the United States. One additional means of highlighting such differences is the consideration of residential patterns exhibited by the three groups. Two of the major indicators of assimilation used in previous studies of Latinos have been the impact of urbanization and the extent of U.S. residency.[4]

Our investigation gathered data in relation to the length of U.S., Chicago, and barrio residence. Comparable data on these factors are not available in the 1970 Census or special reports commissioned by public or private concerns in Chicago. Hence, our study makes available such data for the first time and will serve as a baseline for similar investigations. The first general profile of residential and urbanization patterns is available in Table 5.5 which reports the median number of years reported by each ethnic group for the three residential and urbanization factors.

TABLE 5.5

Median Number of Years for Residential-Urbanization Factors by Total and Ethnic Group

Residence	Ethnic Group			
	All Latinos	Mexican	Cuban	Puerto Rican
A. United States[a]	12.5	12.4	9.7	16.2
B. Chicago	11.7	11.5	7.9	13.9
C. Barrio	6.1	6.2	5.6	6.3

[a] Includes only those born outside continental U.S. (n = 349).

The Puerto Ricans exhibit the highest median number of years for all three residential factors, followed by the Mexicans, and finally by the Cubans. What is most salient is that the total sample can be characterized as relatively recent in the United States, with Cubans the most recent of all three groups. It is also interesting to note that although the Puerto Ricans and Mexicans can claim a higher number of median years in Chicago than the Cubans, the differences are much less for all three groups when considering the length of barrio residence. In general it would appear that all three groups are relatively recent immigrant groups in the United States and that the majority of the respondents have spent nearly all their U.S. residence in Chicago. This is an important finding in that it is apparent that the length of U.S. residence is also a measure of urbanization, for the majority of respondents have considerable experience in a major urban center. It is also of importance to note that approximately one-half of the total number of years of U.S. residency have been spent in the barrios in which the respondents currently reside. Hence, our sample can be characterized as having experienced a considerable degree of urbanization in Chicago during their period of U.S. residence.

A more detailed analysis of residential patterns will enable us to develop a more specific profile of the extent of urbanization experienced by the three Latino groups. That data is available in Table 5.6.

The data on the residential factors provide a number of valuable clues regarding both the degree of urbanization and the residential patterns for the three groups. Whereas the Cubans were shown in Table 5.5 to have the lowest number of median number of years in the U.S., the statistics in Table 5.6 present us with a somewhat different set of profiles. Most apparent is the large percentage (40%) of the Mexican sample reporting less than five years of U.S. stay. This general characteristic of the Mexicans is reinforced by the findings that the Mexicans constitute the largest percentage of all three Latino groups to have experienced less than five years of residence in either Chicago or the barrio.

TABLE 5.6

Residential Factors For Total and Ethnic Group

	Ethnic Group			All Latinos	# of Cases
	Mexican	Cuban	Puerto Rican		
A. United States[a]					
1-5 years	40%	10%	11%	21%	73
6-10 years	22	60	22	34	119
11-20 years	20	27	30	26	89
21-76 years	18	3	37	19	68
Total	100%	100%	100%	100%	349
n	124	110	115		
B. Chicago					
1-5 years	42%	22%	17%	28%	112
6-10 years	19	61	27	33	132
11-20 years	19	16	30	22	87
21-76 years	20	1	26	17	67
Total	100%	100%	100%	100%	398
n	161	111	126		
C. Barrio					
1-5 years	67%	56%	57%	61%	243
6-10 years	16	34	24	24	94
11-20 years	10	9	15	11	45
21-76 years	7	1	4	4	17
Total	100%	100%	100%	100%	399
n	161	111	127		

[a] Includes only those born outside continental U.S.

The percentages of the Mexican sample reporting less than five years of residence for each of the three factors is also significantly associated with country of birth (x^2 significant at .01). It is those Mexicans who claim Mexican citizenship that report the shortest stays for each of the three factors, followed by the Mexicans reporting permanent residence status. The Mexican Americans born in the U.S. have significantly higher lengths of stay for each of the three factors, and it is the Mexican American portion of the total Mexican sample that accounts for the vast majority of Mexican subgroup respondents indicating the longer periods of residence. Thus, while a considerable portion of the Mexican sample are relatively recent newcomers to Chicago and their barrios, approximately 40% of the Mexicans (primarily Mexican Americans) can point to a stay of more than ten years in Chicago and about 17% can testify to long periods of residency in their barrios.

The most striking feature of the Cuban residential pattern is that 90% of the Cubans have been in the U.S. for six years or more and 78% of the Cuban sample can be considered moderate to long term residents of Chicago (more than six years). The length of stay in the barrio is reported at six years or more for 44% of the Cuban sample. Taking all three sets of residential measures for Cubans into consideration, it becomes clear that the majority of the Cuban respondents have spent considerable periods of time in the Chicago area and that close to half of those reporting barrio residence indicate that they have been in their neighborhoods for at least five years. The Cubans may constitute one of the newest immigrant groups, but they can point to a lengthy association with Chicago in general and to their neighborhoods in which they live in specific.

Finally, we consider the residential patterns of the Puerto Rican group. The Puerto Ricans report the longest periods of residency in the U.S., in Chicago, and in the barrios where they currently live. More than one-half (56%) of the Puerto Rican sample can demonstrate more than a decade of living in Chicago. The Puerto Ricans also have the largest percentage of the Latino groups with between eleven and twenty years for all three residential factors. In relation to the overall sample, the Puerto Ricans might be expected to have become more familiar with the dynamics of barrio living and the utilization of both formal and informal resources. This potential familiarity with a diverse range of informational and other resources will be highlighted in the sections on the ratings and use of organizational resources.

This section on residential characteristics of the sample concludes with a consideration of the testing of association between ethnic group categories and the residential variables. Utilizing the Chi-square (x^2) distribution of percentages of observations in the cells, the test of association for each of the contingency tables relating Latino groups to periods of stay in the U.S., Chicago, and the barrio was calculated to be significant at the .001 level. Ethnic group differences are shown to be associated with each of the three measures of residency.

The inter-relationships of the three residential variables are even more clearly demonstrated in the matrix of simple correlation coefficients presented in Table 5.7 which includes correlations for the total sample as well as for each Latino group.

TABLE 5.7

Pearson r Simple Correlation Matrix of Residential Factors for Total and Ethnic Groups*

Residential Factors	Total Sample	
	U.S.	Chicago
U.S.	--	
Chicago	.731	--
Barrio	.443	.534

	Ethnic Groups					
	U.S.			Chicago		
	Mexican	Cuban	Puerto Rican	Mexican	Cuban	Puerto Rican
U.S.	--	--	--			
Chicago	(.817)	(.559)	(.579)	--	--	--
Barrio	(.514)	(.404)	(.390)	(.538)	(.694)	(.537)

*All correlations are positive unless otherwise noted.

The correlations in Table 5.7 demonstrate many of the relationships discussed in this section. The Mexican group has the strongest correlation between length of stay in the U.S. and length of stay in Chicago (.817). The Cuban group demonstrates the strongest correlation between years in Chicago and years in the barrio (.694), a relationship commented on earlier in this section. All of the correlations reported in Table 5.7 were tested for significance using Fisher's r to z-transformation.[5] This method will be used in all subsequent tests of significance for the simple correlation coefficients. Given the preceding discussion on the relatively recent immigrant status for all three Latinos groups, it is not unexpected that the three residential factors are significantly correlated with one another at the $p < .001$ level for both the total sample and for each of the three subgroups. In this major respect it is apparent that although the three groups differ from one another in some aspects of residential factors, it is apparent that they share a common background of immigrant status to both the U.S. and Chicago.

Summarizing some of the findings in this section about residential factors: more than one-half (55%) of those born beyond the continental U.S. have experienced less than ten years in this country, and between one-quarter and one-half of respondents in each Latino group (particularly Cubans) have lived in a single barrio throughout their Chicago residency. It is also indicated by the significant inter-correlations that the impact of national, city, and neighborhood factors are closely related to each other. We begin to see that this relatively recent set of Latino groups, excluding the U.S.-born Mexican Americans, have spent a considerable portion of their lives outside their native countries in the Latino barrios of Chicago. The major implication of note to information services planning from this review is that large numbers of Latinos in the barrios of Chicago may have developed patterns of resource utilization that are related to their lengths of stay in both the immediate barrio system as well as the greater social system outside the barrio. These and other social characteristics will be considered again in later portions of this chapter related to interpersonal networks and communication behavior. The next consideration is to the spread of age categories in this study.

Age

No quotas were established for age during respondent selection. The combination of staggered interview times (including nights and weekends) and the decision to choose either the head of the house or the spouse for interview purposes resulted in age distributions that differed somewhat for each of the three Latino groups.

The median age for the total sample was 39 years. The Mexican and Puerto Rican groups shared the same median age of 36, while the median age for the Cubans is 44. Although our sample called for a population base of Latino adults, the major difference between the older Cuban sample and the remaining Latino groups tends to reflect the maturing age composition of the general waves of Cubans that settled initially in Miami and then other U.S. cities after the rise of Castro. A more detailed breakdown of the respondents' age by ethnic group and for the total is available in Table 5.8:

TABLE 5.8

Distribution of Age by Ethnic Group

Age	Ethnic Group			All Latinos	# of Cases
	Mexican (n=158)	Cuban (n=107)	Puerto Rican (n=127)		
16-21	6%	4%	12%	7%	29
22-35	51	24	44	42	162
36-45	18	20	22	20	77
46-65	22	49	17	28	108
66-82	3	3	5	3	14
Total	100%	100%	100%	100%	390

It is valuable to consider how the age composition of our sample compares with that of the Latinos in Chicago who are fifteen or over. Using the data available in the

1970 Census for the Chicago SMSA and considering the statistics only for those age fifteen and over, a comparison of the age distribution by sex is available in Table 5.9.[6]

TABLE 5.9

A Comparison of the Distribution of Age by Sex for the Sample Population and the Chicago Latino Population

Age	Sample (1977)			Total (1970)		
	Male	Female	Total	Male	Female	Total
16-35 years	26	23	49%	28	29	57%
36 and over	23	28	51	22	21	43
			100%			100%

Once again the match is relatively close between the sample population and the Latino population of Chicago in relation to the distribution of age for those 16 years and over. The most obvious difference is between the distribution of females for the sample and population statistics. Our 1977 sample data show that the cell of females age 36 and over accounts for the plurality of the respondents by age and sex, while the 1970 Census data shows that females age 16 to 35 account for the largest bloc of the total Latino distribution for these factors. These differences may be a result of the timing of the interviews, a preponderance of older Latino women in the barrios, a shift in the general population dynamics in seven years between the two samples, or a combination of these. What is salient is that our sample distribution does not radically differ from the general Latino population of Chicago (as characterized by 1970 Census statistics) and that the age distribution further enables an extension of our findings to Latino groups sharing similar characteristics.

Summarizing the age characteristics of our sample: there is a relatively even distribution by sex; our distribution approximates that for the total Latino population (based on 1970 Census data); and, it is evenly spread among those over or under age 35. It has also been demonstrated that the median and categorical distribution of the Cuban population characterizes it as somewhat older than the remaining two Latino groups.

Family Characteristics

This final set of personal characteristics reflects the immediate and extended familial composition of the Latino respondents. A total of 245 of the respondents (61% of the total) reported one or more children under age 19 at home. A little less than half of those with children (42%) reported having between two and three children. Only 21% of the respondents reported having four or five children and 9% reported having between six and ten children.

The most observable difference between groups is the smaller percentage of Cubans (53%) reporting children at home. This is likely a function of the older age of the Cuban respondents as the x^2 test is significant (at the .008 level) for the bivariate statistics computed between age and number of children when controlling for subgroups.

One other set of crossbreaks of interest reports the language used with children by the parents for each ethnic group. This comparison of language used most frequently with children by ethnic group is presented in Table 5.10.

TABLE 5.10

Language Used With Children by Ethnic Group

Language used with children	Ethnic Group			All Latinos	# of Cases
	Mexican (n=99)	Cuban (n=58)	Puerto Rican (n=88)		
Spanish	71%	95%	73%	77%	189
Both	15	3	18	14	33
English	14	2	9	9	23
Total	100%	100%	100%	100%	245

Given the nominal nature of the variables in relation to data presented in Table 5.10, the x^2 test of contingency association was applied and found to be significant (at the .005 level). The most pronounced characteristic of the sample groups in relation to use of language with children is the almost complete dependence on the Spanish language within the Cuban households. This relationship will be more fully explored in the section on language loyalty and patterns. At this point, what is evident from Table 5.10 is the Spanish-language orientation of the primary relationship between Latino parent and child.

Another concern in the data gathering was to establish some means of developing a baseline of information on the extent and utilization of familial and extended kinship networks. Each of the respondents was asked to indicate which of his or her relatives also lived in the barrio or city of Chicago. This data are summarized in Table 5.11:

TABLE 5.11

Latino Relatives in Chicago by Ethnic Group

Relatives	Percentage Reporting Relatives in Chicago by Ethnic Group			All Latinos	Number of Respondents Citing
	Mexican	Cuban	Puerto Rican		
Brothers or sisters	51	54	61	55	219
Compadres[a]	59	32	59	51	205
Grown children	38	46	50	.45	178
Aunts or uncles	27	12	35	26	101
Parents	20	29	28	25	100
In-laws	20	12	24	19	75

[a] Relationships between respondents and godparents of respondent's children.

The most salient feature of the kinship network profiled in Table 5.11 is the major difference between the identical percentages of Mexican and Puerto Rican reporting of compadres in Chicago (59%) as compared to the smaller percentage of Cubans (32%) reporting Chicago compadrazgo (relationships between children, godparents, and parents). The functional implications of compadrazgo in this sample are bound to be as complex as those reported in several studies of Mexican American urbanization and compadrazgo.[7] For our purposes it is enough to grasp that the system of compadrazgo extends the immediate family network to include other individuals in the social network, particularly individuals who are in turn expected to abide by the responsibilities inherent in a compadrazgo relationship.

The x^2 test of association between subgroups and the presence of family members in Chicago is significant (at the .001 level) for compadres, uncles-aunts, and in-laws. We have already commented on differences in the presence of compadres. Table 5.11 also indicates a significantly higher percentage of aunts or uncles for Puerto Rican respondents than for the other two groups or total sample (x^2 significant at .04).

Despite the relatively recent immigrant status of all three Latino groups (55% total have less than 19 years in the U.S.), the presence of the core family members within the boundaries of Chicago is true for slightly less than half of the sample. It is true of all three groups that the probability is about one-half that the respondent has at a minimum brothers, sisters, and grown children (for older respondents) living in the Chicago area. There does therefore exist the core family unit for about half of the respondents in the sample.

Another indicator of the presence of the strong family unit can be added to the family structure profile by considering the percentage of respondents' parents in the Chicago area. In this case, the highest percentage of parents is accounted for by the Cubans (29% of all Cubans). This is another indication of the orientation of the Cubans for maintaining extended family networks in the United States. The Puerto Ricans also demonstrate a similar pattern of parental position in the familial network. The Mexicans report the lowest group percentage (20%) of parents in the Chicago area, which may be partially accounted for by the proximity to and their relatively easy passage to and from Mexico. In a similar fashion,the Puerto Ricans have maintained a steady association with Puerto Rico. This has certainly not been the case with the Cubans.

The relevance of the presence and extent of the primary group and extended kinship network will be more fully detailed in the section on Barrio Networks. But one familial relationship that bears further analysis at this point is the degree of communication between respondents and their relatives in Chicago. Respondents were asked how frequently they had talked with relatives in the Chicago area. Table 5.12 details the relationship between frequency of discussion with family and Latino subgroup.

TABLE 5.12

Frequency of Communication with Relatives in Chicago by Ethnic Group

Frequency	Ethnic Group[a]			All Latinos	# of Cases
	Mexican (n=144)	Cuban (n=101)	Puerto Rican (n=120)		
Less than once a week	18%	10%	19%	16%	59
Once a week	18	10	10	13	48
Several times a week	64	80	71	71	258
Total	100%	100%	100%	100%	365

[a] Those having no family in Chicago were excluded from the table.

Approximately three-quarters of the total sample (71%) can be characterized as having frequent communication (several times a week) with their relatives. This appears to be particularly characteristic of the Cubans who report the largest percentage (80%) of any group having frequent communication with relatives. This strong degree of familial contact for all groups prompted a series of analyses including single controls for age, sex, education, marital status, and length of residence in Chicago and the barrios.

In general, none of these control variables were significantly associated with frequency of communication with relatives. Even by age, differences in relative contact were not great. The x^2 was not significant for age although a slight curvilinear relationship does indicate that contact increases to the middle years and declines slightly for the oldest respondents. Length of residence, in either Chicago or the barrio, also does not significantly affect frequency of contact with relatives, as the levels of communication remain relatively unchanged across the periods of residency. Sex of the respondent was not significantly related to rates of interaction, although it does appear for all three groups that women have slightly higher percentages than men reporting frequent contact with relatives. Both married and unmarried respondents reported comparable levels of communication. The final control applied to the analysis of family contact was education. Once again it develops that education is not significantly associated, although there appears to be a slight dropping off of familial contact by college educated respondents. Finally, neither income (individual or household) nor type of occupation showed any systematic effect on seeing relatives for the Chicago area Latinos. No comparable data are available for the total Latino population of Chicago.

The next section reports the data on socioeconomic characteristics of the sample with a preliminary set of tables and matrices to lay the groundwork for the more detailed consideration of communication behavior in later portions of this chapter.

Socioeconomic Considerations

Employment Status

Another of the sample design objectives was a spread of respondents not overweighted with either homekeepers or the unemployed. Once again, the emphasis on interviewing individuals in the evenings and weekends as well as throughout the daytime hours resulted in a broad employment status spread presented in Table 5.13.

Although the Puerto Ricans report a somewhat lesser rate of full-time employment than the Mexican or Cuban groups, the difference is not significant using the x^2 test for the statistics on employment categories. A more concise analysis of employment status is possible by collapsing the full and part time categories into a single work category while differentiating full time homekeepers from the remaining nonworking respondents. Utilizing this three-category employment status in conjunction with a control for sex results in the contingency analysis presented in Table 5.14.

TABLE 5.13

Employment Status by Ethnic Group

Employment Status	Ethnic Group Mexican (n=162)	Cuban (n=110)	Puerto Rican (n=127)	All Latinos	# of Cases
Full-time work	49%	56%	39%	47%	189
Part-time work	4	4	3	4	15
On strike/ looking	9	7	8	8	31
Unemployed	5	5	6	6	22
Homekeepers	28	21	39	30	119
School/retired	5	7	5	5	23
Total	100%	100%	100%	100%	399

TABLE 5.14

Employment Status by Sex and Ethnic Group

Sex by Group	Employment Status Work (n=204)	Not Working (n=63)	Home-keepers (n=130)	Total	# of Cases
Mexicans					
Male	79%	19	2	100%	87
Female	23%	12	64	100%	73
Cubans					
Male	74%	16	10	100%	50
Female	47%	15	38	100%	60
Puerto Ricans					
Male	65%	31	4	100%	52
Female	25%	7	68	100%	75
All Latinos	51%	16	33	100%	397

The single most striking characteristic of employment status observable in Table 5.14 is the relatively larger percentage (47%) of Cuban women who are employed either full or part time than for the other two groups. The x^2 test of association for employment status and sex is significant at the .001 level for each of the three Latino groups, as well as for the total sample. Controls for age and the three residential variables were not found to be significant.

Education is significant with employment status across all three groups (x^2 significant at the .02 level), demonstrating that increased education is positively related to the number of respondents reporting full time employment. This is not an unexpected relationship. The importance of education as an explanatory variable is particularly apparent in the case of the Cuban female workers who have significantly more years of education than the other two groups of women respondents. A more detailed review of educational characteristics is presented in an upcoming section.

Similar data on employment status are available from the 1970 Census of Latinos in Chicago. The 1970 data reported that 60% of the total Spanish Speaking population for individuals 16 years and older were in the labor force. The 1970 Census data further reported that 84% of the males and 44% of the females in the adult Latino population were engaged in the labor force.[8] In relation to our statistics, there is a lower rate of employment for the total sample as well for individual Latinos groups. The 1970 Census data also reports considerably higher rates for Latino men and women, with the exception of the Cuban women, than does our own sample. The degree to which these differences can be attributed to differences in the sample design, changes in the current levels of labor participation, or the impact of a somewhat larger percentage of women than men in our sample population is not known at this point. But our statistics do present an employment profile of the Latino sample for the total and for each of the groups that should enable replications by other investigators.

Home Ownership

A related socioeconomic concern is the question of whether the three Latino groups differ significantly in relation to home ownership. Information in this area is presented in Table 5.15. The incidence of home ownership (or purchasing) accounts for only 17% of the total sample, with little variation between the three groups. This compares closely to the 1970 Census data indicating that 18% of Chicago's Spanish Speaking households owned their own homes as compared to 34% for non-Spanish Speaking.[9] In considering the effect of some of the factors already

TABLE 5.15

Home Ownership by Ethnic Group

Ethnic Group	Percentage Reporting Home Ownership[a]
Mexican	15
Cuban	16
Puerto Rican	21

[a] Responses from either head of house or spouse.

shown to have some association with previous social profiles, it is found that neither education, age, nor employment status is significantly associated on an individual level with home ownership. There is a significant association between income level and home ownership when applying the x^2 test (significant at .03 level). This association has been noted in much of the research on other groups considering these factors.

Income

Data on income were gathered for both the respondent and the respondent's spouse or household associate, if applicable. The median income for the respondents in the sample was $7,861 (excluding those reporting no income who were identified as full time housekeepers). With questions of this nature there is an important subjective element to be considered, and that is the degree to which the respondent can accurately pinpoint an income figure for a period of a year. A majority of the respondents chose to report income in accordance with weekly rather than annual income scales provided in the interview schedule (see last tear-out page of Appendices A and B).

The 1970 Census data make available data on the median earnings of Chicago Latinos and non-Latinos by sex. Similar data are available through our own investigation. The bases for these sets of data are not identical, as the 1970 Census data reports the median income for all respondents over age 16, including those reporting no income (i.e., disabled, homekeepers). Our own calculations of median income represent data for those reporting at least some income, and full-time homekeepers, for example, are not considered in the median income presented in Table 5.16, although they are considered elsewhere in this investigation. With these considerations in mind the comparison of median income earnings are reported in Table 5.16.

The median incomes reported for the males and total in our sample are higher than for the 1970 data, which may be a result of both the difference in age range of population bases considered as well as an increase in median income over the past six years. As would be expected from the reading of Table 5.16, sex is significantly associated with income earnings for the total as well as individual Latino groups (x^2 significant at .01). The median income for women in our sample is lower than that reported for

TABLE 5.16

Median Earnings of the Sample, Chicago Latino, and Chicago non-Latino Adults for Males and Females

Base	Sex		Total
	Male	Female	
Sample	$8,250	$4,325	$7,861
Chicago Latino[a]	$6,386	$4,039	$6,543
Chicago non-Latino[a]	$7,954	$4,744	$5,956

[a]Source: City of Chicago, Chicago's Spanish-Speaking Population; Selected Characteristics (Chicago: City of Chicago, Department of Development and Planning, 1973), p. 23.

non-Latinos in 1970, although it is somewhat more than that reported for Latina women in the 1970 Census data.

Median incomes were also calculated for each of the three Latino groups for the total number of men and women reporting at least some income. As would be expected, given some of the previous indicators, the Cuban median income is highest at $8,436, followed by the Mexican median income of $8,276 and finally the Puerto Rican median income of $6,386. Of perhaps more general utility in the consideration of income in future analyses in this chapter is the distribution of personal income for the total sample available in Table 5.17.

On the basis of income distribution for the total sample it is evident that less than one-third (32%) of the total sample reporting income earn $7,000 or more.

TABLE 5.17

Distribution of Personal Income for Total Sample

Income Categories	Percent Reporting
No reported income	23
Less than $3,000	14
$3,000-$6,999	31
$7,000-$9,999	16
$10,000 or more	16
Total	100 (n = 382)

[a] Excludes those refusing to answer question (4% of total).

The figures in Table 5.17 are much closer to the income categories reported for the total adult Latino population in 1970.[10]

One other important aspect of income for the sample is the income reported for the respondents' spouses. The median income for the spouses of respondents providing information was $9,000. This figure primarily represents the predominance of male working spouses for whom the respondents provided the data. This is borne out by the analysis of income for respondents' spouses controlling for sex of the respondent. The x^2 test of association for spouse's income and sex is significant at the .03 level and points to the higher income categories reported by female respondents for their spouses.

In later analyses in which income is considered, the unit of analysis will remain the respondent's own income. Although total household income was computed for all respondents reporting working spouses, this measure of household income is reserved for follow-up analyses. The desire in this chapter is to report the variable relationships relevant to those attitudes, attributes, and characteristics pertinent to the respondent rather than the household unit.

Occupational Status

Each respondent was also asked their current occupation as well as their usual occupation (if not currently employed at their usual occupation), and the data were analyzed by the National Opinion Research Center (University of Chicago) prestige scale, a standardized NORC set of occupation measures used in their annual national surveys.[11]

The detailed NORC occupation prestige scale was collapsed into five broad categories and applied to the respondents in the sample. The distribution of occupational categories for the sample by ethnic group and for the total respondent base is presented in Table 5.18.

Once again the Cubans demonstrate the highest percentages of respondents in the professional, clerical, and craftsmen categories. The tendency for the Cuban respond-

TABLE 5.18

Occupation of Respondent by Ethnic Group

Occupation[a]	Ethnic Group Mexican (n=140)	Cuban (n=96)	Puerto Rican (=108)	All Latinos	# of Cases
Professional, technical, or managerial	3%	9%	2%	5%	16
Clerical and sales	4	12	3	5	19
Craftsmen and skilled operatives	34	38	32	34	116
Service, laborers, and unskilled	29	17	24	22	74
Homekeepers[b]	30	24	39	34	119
Total	100%	100%	100%	100%	344

[a] Excludes retired, students, unemployed, and refusals.

[b] Homekeepers are those who identified themselves as full-time homekeepers.

ents to hold a relatively greater percentage of the higher level occupational positions is not statistically significant using the x^2 test of association. This may be in part due to the relatively small number of respondents in any of the three groups in some cells, since all three groups have too small percentages in the professional and clerical categories to make any significant comparisons between the Latino groups. The 1970 Census data report similar levels of professionals or managers (8% of all adult working Latinos), although the percentage of craftsmen and skilled operatives in our sample (34%) is much higher than that reported in the 1970 Census data for the total Latino population (13%).[12] What also emerges from the overall table is the large percentage of Latinos working in crafts or skilled blue collar positions (34%).

A more detailed analysis of the craftsmen and skilled operatives category reveals that by far the single largest group of skilled workers consists of those working as precision machine operatives (particularly in the South Chicago and Indiana steel industry) or mechanics and repairmen. Occupational status is not significantly associated with age, length of residency, or marital status. Education and sex are significantly related at the .03 and .02 level, respectively, when the x^2 test of association is performed for these individual variables and occupational status. Given that increased education creates opportunity for occupational advancement, the significance of the relationship between education and occupation is not unexpected. Sex has already been shown to be significantly associated with employment status (particularly for full-time homekeepers), and since occupational status is directly related to employment status the resulting association between sex and occupation is also expected.

Taking the last four tables and synthesizing them into a set of socioeconomic profiles reveals that the Cubans show the highest rate of full-time employment (including women), have higher median incomes, and have the largest percentage of Latino group respondents in the professional, clerical, and skilled occupational categories. The Mexican sample does not differ in any major respects from the Puerto Rican sample with the exception of having a higher median income. The Puerto Ricans trail the Mexican sample in socioeconomic status with the exception of their demonstrating the highest incidence of home ownership (21%) which may be related to their pattern of longer residence both in the city of Chicago as well as in the barrios (see Tables 5.5 and 5.6).

At the conclusion of this second set of profiles, it is possible to detect some of the differences that distinguish the three Latino groups from one another. The next set of personal characteristics on the educational profiles of the three Latino groups should add to our already developing ethnic and total group profiles.

Educational Characteristics

In Chapter IV it was reported that the median number of years of schooling reported in 1973 for the Spanish Speaking was 8.6 and that less than one-quarter of the Spanish Speaking had completed high school.[13]

Those statistics were based on 1970 Census data analyzed and reported by the Chicago Department of Planning and Development. Our own analysis of the survey research data paints a similar picture regarding the low educational attainment of Latinos in Chicago. The first presentation of data on education will focus on formal education as measured in number of years of school completed. After this attention to the traditional measure of education is completed, the focus will turn to the Latino rates of participation in General Equivalency Diploma (GED), English as a Second Language (ESL), and other Adult Education (AE) classes and programs to gain a more precise set of educational profiles for the three Latino groups.

Formal Education

The median number of years of school completed by the total sample is 7.3 years, compared to the 8.6 years for the total Latino population (1970 data) cited above. The median for the Cuban group is somewhat higher at 8.8, but is still somewhat lower than might be expected given the traditionally assumed higher percentage of educated Cubans who left Cuba for the U.S. The Puerto Rican population does not appear as close to the Mexican population as might be assumed in relation to median number of years, with 7.1 compared to 6.4 for the Mexican sample. Within bounds the general educational picture based on median number of years does not appear to differ dramatically from the statistics available from the 1970 Census for the Latino people. Although it is of interest to note that the 1970 Census data gives 8.2 as the median number of school years for those of Mexican origin and 7.9 for those of Puerto Rican origin.[14] Once again, the differences in both magnitude and in direction for these two groups may be a result of differences in population base parameters as well as an increase in educational attainment achieved over the past six to seven years.

Before proceeding on to a more detailed analysis of the educational characteristics of our sample, it should be noted that both the statistics for the sample population in our study and those based on 1970 Census data indicate that the Chicago Latinos are less educated than the national average. Nationwide, the median number of education years completed by Latinos in 1970 was 9.6.[15] In addition, when compared to the non-Latino average of 11.3 years in Chicago for the 1970 data, the Latino population of Chicago has much less formal schooling than the non-Latino population. This consideration of the low level of formal schooling should be kept in mind when data is presented on the percentage of our sample reporting participation in other forms of adult education activities.

A number of previous studies have found that educational differences are quite sharp between the foreign-born and the American-born Latino people.[16] Typically, the Latino born outside the U.S. has been shown to frequently have had little more than half the education of the U.S. born Latino (second-generation). To see whether this relationship can be demonstrated in our own sample requires a preliminary set of analyses of formal years of education by ethnic group and sex. This set of relationships is displayed in Table 5.19:

TABLE 5.19

Education of Sample for Latino Groups by Sex

Sex by Latino Group	Years of School Completed				Total	# of Cases
	0-6	7-11	12	Some College[a]		
Mexican						
Male	68%	22	8	2	100%	87
Female	50%	30	14	6	100%	72
Cuban						
Male	35%	26	16	23	100%	51
Female	39%	42	6	13	100%	60
Puerto Rican						
Male	39%	42	8	11	100%	52
Female	52%	31	9	8	100%	75
All Latinos	49%	31	10	10	100%	397

[a] Includes all who attended college, whether or not a degree was received.

The data from Table 5.19 indicate that more than three-quarters (80%) of the total sample have less than 12 years of school. This finding supports the earlier statistic based on 1970 Census data in which less than one-quarter of all Latinos age 16 or over in Chicago have completed high school. Although there are only slight differences for sex, the Mexican males report fewer years of education than Cuban or Puerto Rican males. Although the Cuban sample is not very large, the percentage of Cuban women with less than six years of education is the smallest for any of the three Latino groups. This relationship has already been cited in reference to our earlier discussion on employment status.

In further considering the data in Table 5.19, most outstanding is the low education level in formal years demonstrated by Mexicans in the sample. Slightly more than 60% of the Mexicans have less than six years of education (particularly males), compared to 46% for the Puerto Ricans and 37% for the Cubans. Looking at the other end of the educational spectrum, it is evident that the Cubans contain the largest percentage of all three groups of both men and women having at least some college education.

The earlier question of whether foreign born Latinos demonstrate significantly lower levels of education may be once again pursued at this point. Although the number of U.S.-born Latinos is relatively small (n=48), the application of the x^2 and Kendall's tau[17] demonstrates there is a significant level of association (significant at .03) between place of birth and educational attainment. Those Latinos born in the U.S. continue to surpass their foreign-born kin in educational attainment by 2.5 years in median education. The occurrence of a large number of respondents born outside the U.S. in comparison to the relatively small number of U.S.-born Latino respondents does not make a more detailed analysis possible of the inter-generational mobility of Latinos in relation to education. Both ethnic group membership and the nature of the large percentage of foreign-born respondents in the sample continue to be significant factors to be considered at this early stage of the analysis of the data.

The final set of tabulations for formal education considers the impact of age. The simple correlation coefficient of age with years of schooling is -.281 for the total sample (significant at $p < .001$). This is well illustrated in Table 5.20 that presents the contingency table for education and age for the total sample.

Data in Table 5.20 clearly indicates the youthful nature of those respondents claiming some high school experience, completion of the high school degree, and experience with college. The x^2 test of association and Kendall's tau both give a level of association significant at .001 between age and years of education.

TABLE 5.20

Education by Age

Age	Education				Total	# of Cases
	0-6	7-11	12	Some College		
16-21	17%	59	10	14	100%	29
22-35	40%	38	14	8	100%	162
36-45	57%	23	7	13	100%	77
46-82	63%	22	7	8	100%	122
All Latinos	49%	31	10	10	100%	390

English as a Second Language and Adult Education Activity

The previous set of tables on formal education only begin to profile the educational characteristics of the Latino sample. Participation in General Education Diploma (GED), English as a Second Language (ESL), and other Adult Education (AE) programs at one time or another would distinguish some of the Latinos who have taken education into their own hands through independent action. Studies of other ethnic groups, and particularly the comprehensive study of adult new readers by Helen Lyman,[18] demonstrate the validity of considering the less formal but perhaps more challenging arena of participators in adult education programs in relation to reading activity, use of the library and other communication media. The degree to which the Chicago Latinos have participated in such education programs that activate reading interests and general concern for the world at large is detailed in Table 5.21:

TABLE 5.21

Adult Education Activity by Latino Groups

	Percentage Responding Yes by Program		
	ESL	AE	GED
Mexican	36	15	1
Cuban	58	19	7
Puerto Rican	24	16	4
All Latinos	38	16	3

An analysis of the data in Table 5.21 clearly indicate that participation in English as a Second Language programs is relatively high for all three groups (38%), and particularly so for the Cubans. Sixty-four of the Cubans responded "yes" to ever having taken an ESL class (58% of the total Cuban sample), followed by 36% of the Mexican sample and 24% of the Puerto Rican respondents. In sum, 38% of the sample representing 151 out of 394 responded "yes" to the question on ESL activity. This is clearly a population of Latinos of which a significant number have taken some critical steps to increased ability for participation in many spheres of communication. The relationship between ESL activity and Latino group membership is also significant at the .001 level for the x^2 test of association.

When asked about the current status of their ESL classes or programs, 16% (n=25) of those answering "yes" to the filter question replied affirmatively about their current ESL participation. The ESL inquiry was followed by asking whether the respondent had taken an adult education class other than an English as a Second Language class. The specific wording of the question was meant to distinguish between ESL and other AE classes in which language was not a critical factor. With insignificant differences between the Latino groups, 16% of the total sample replied "yes" (n=65). Of this number, 21% of the subsample (n=15) replied current participation in AE.

Considering these statistics, it is evident that a total of 40 Latino individuals, or 10% of the total sample, are currently involved in either ESL or AE programs. This is not an insignificant percentage, as this represents a group of Latinos in different communities each engaged in learning about the system in which he or she lives. And these 40 Latinos represent only a fraction of the approximately 200 (50% of the total sample) men and women who have been involved as a new adult reader or learner. This clearly represents an increasingly educated and aspiring group of readers and learners. This significant finding on the extent of ESL and other AE activity will be considered in addition to formal years of education in subsequent analyses.

This data on AE and ESL can be taken one more step before moving on to the associated cluster of language and reading factors. A contingency analysis of ESL participation by AE activity reveals that 46 of the 151 ESL participators were also involved currently or at another time with an AE program or class. Although the number of matched observations per cell is reduced substantially in this contingency analysis, the resultant distribution has a statistical significance of association at .001 for the x^2 test and a similar significance level of .001 when using the Kendall tau method for square frequency tables.[19] The relationship holds when controlling for ethnic group subsamples, showing the activity pattern associating these two forms of adult education is solidly established across the three ethnic groups. Additional considerations of the relationship of ESL and AE activity to the mass media profiles and hypothesis testing will be presented later in this chapter.

Language and Reading Ability

Any understanding of the communication behavior of Latinos in our sample must begin with an overview of the related factors of language skills and language preference, for both conversation and reading. The data presented here represent information on the three major Spanish Speaking groups for a major city in the U.S., and as such it provides a relatively unique and sound base for interpreting the language characteristics of Latino people such as those in our sample. No formal tests of fluency in English or Spanish were administered to the respondents. The data presented in the next few tables reflect the self-reported measures of the respondents.

Conversational Preferences and Skills

The overwhelming preference of the respondents (93% of the total sample) to having the interview conducted in Spanish is indicative of the fluency in Spanish for most of the respondents, regardless of ethnic group, social status, or the many personal and socioeconomic characteristics described earlier in this chapter. This phenomenon of Spanish language loyalty is most clearly characteristic of the Cuban group, as only 1 of the 111 Cubans opted for the English language schedule. If the more educated and affluent Cuban group exhibits this strong Spanish language loyalty, one might expect equal or stronger loyalty among Mexican and Puerto Rican respondents.

This is only partially borne out by Table 5.22 which presents data on language used most in conversation and reported language skills by ethnic group.

TABLE 5.22

Spoken Language Skills by Ethnic Group

	Ethnic Group			All Latinos	# of Cases
	Mexican	Cuban	Puerto Rican		
A. Language used most in conversation					
Spanish	66%	81%	68%	71%	283
English	10	6	16	11	44
Both	24	13	16	18	73
Total	100%	100%	100%	100%	400
B. Language spoken best					
Spanish	72%	88%	68%	75%	294
English	11	5	16	11	43
Both	17	7	16	14	55
Total	100%	100%	100%	100%	392

Spanish language preference in conversation is true of a majority of each of the three Latino groups, particularly the Cubans. The Mexicans report the highest incidence (24%) of bilingual language ability and use, while the Cubans report the lowest. Panel B of Table 5.22 on language spoken best confirms the preceding description of the Latinos as overwhelmingly comfortable with Spanish as their most frequently used language. The x^2 test of association between ethnic group and language factors is significant at the .02 level for both sets of frequencies in Table .22. Another contingency comparison was made between language used most in conversation and language spoken best, resulting in a x^2 test of association significant at the .001 level. This obviously related set of measures does indicate that a small percentage of the Puerto Rican sample is slightly more prone to report using English in conversation although Spanish is the language known best.

Responses to these questions on language preference and skills will play an important part in our development of later communication profiles. What generally surfaces in this first set of language questions is the very strong persistence of Spanish language skills among the respondents, at least for conversational purposes.

It was decided to test the above set of language factors and control for the most commonly assumed sociodemographic variables: age, sex, length of residency, income, and education. The results demonstrate that neither sex nor age are significantly associated with conversational language preference or skills. A slightly larger percentage of men than women reported more bilingual language ability which may be a function of the language used in the work place. Younger respondents are slightly more likely to report more bilingual conversational skills and use. Length of residency (in both U.S. and Chicago) is associated through the x^2 test at a significance level of .04. There is a gradual tendency to report more bilingualism as length of residence in the U.S. and Chicago increases. This is particularly true of U.S.-born Mexicans. But length of residency does not significantly decrease the overall percentage of respondents claiming Spanish as the language used most in conversation. Income is also related to language use, as the x^2 test of association is significant at the .03 level. Those reporting the highest individual incomes report higher percentages of use of English and bilingual language skills. In a similar manner, education is also a good predictor of English-language preference and bilingual skills in conversation as it is significant at the .001 level for the x^2 test.

Reading Skills

A set of five questions (see Section H, Appendix A) were used to gather basic data on reading abilities and preferences. The first two questions in the reading cluster were to function as screening questions, gathering data on whether respondents reported different degrees of Spanish and English reading skills. The data from these two questions on self-assessed reading ability are presented in Table 5.23.

TABLE 5.23

Spanish and English Language Reading Ability by Groups

Language by Group	Reading Ability: Reads Well	Reads Average	Reads Poorly	Doesn't Read	Total
A. Spanish					
Mexicans (n=162)	46%	35	10	9	100%
Cubans (n=111)	75%	22	2	1	100%
Puerto Ricans (n=125)	52%	24	8	16	100%
All Latinos	56%	28	7	9	100%
# of Cases	222	111	29	36	398
B. English					
Mexicans (n=162)	23%	19	14	44	100%
Cubans (n=111)	19%	23	16	41	100%
Puerto Ricans (n=126)	21%	31	9	39	100%
All Latinos	21%	24	13	42	100%
# of Cases	85	95	52	167	399

Spanish-language literacy, ranging from well to poor, is reported by 91% of the total sample. The Cubans report the highest percentage of those able to read Spanish well (75%), as contrasted to the 52% of Puerto Ricans and 46% of the Mexicans. It is interesting to note that 16% of the Puerto Ricans indicate no Spanish-language reading ability. This is the highest percentage of Spanish-language illiteracy for all three groups. The x^2 test of association between group membership and Spanish language reading ability is significant at the .001 level.

Panel B of Table 5.23 profiles the three groups in relation to English-language reading ability. What stands out from this set of frequencies is the relatively high percentage of the total sample reporting no English-language reading ability (42% of the total). Although the x^2 test of association between group membership and English reading ability is not significant, what does strike the investigator as curious is the 39% of Puerto Ricans who report no English language reading ability. Although this percentage of Puerto Rican English-language illiterates is slightly less than that for the other two groups, it is of particular interest given the nature of U.S. and Puerto Rican ties. The historically close association between the U.S. and Puerto Rican school systems and the teaching of English in Puerto Rican schools as well to Puerto Ricans attending mainland schools has not apparently reached a significant percentage of the Puerto Rican population of adult years.

Controlling for the individual variables of sex, age, length of residence, income, and education in a series of crossbreaks reveals a similar pattern as seen in the spoken language skills analysis. Neither sex nor age are significantly associated with English or Spanish-language reading ability. Of the residential factors, only length of Chicago residence is significantly associated through the x^2 test at .02, and only the English-language reading contingency table. Spanish-language reading ability is relatively constant over years of residence.

Income is not significantly associated through the x^2 test with Spanish reading ability, but is associated at the .04 level of significance for English reading ability. In addition, the x^2 test of association for education and reading is significantly associated with reading ability in both languages at the .03 level. Finally, the x^2 test of association between participation in ESL or AE and reported reading abilities in both languages is significant at the .001 level. This final set of analyses clearly demonstrates that the forms of adult education participation by the respondents are closely related to improvement in reading skills, for both English and Spanish. The primary function of ESL classes and programs is to give the participant a grasp of the English language, and this is surely occurring with our respondents as the data is analyzed. It also appears that such activity encourages reading abilities in Spanish as well, a finding that should be further tested in future investigations.

For those respondents indicating a reading ability at any level for both English and Spanish, a follow-up question inquired about the language used most frequently in reading. Slightly over one-half of the total respondents (58%) answered this question, indicating some degree of literacy in both languages. The results are summarized in Table 5.24:

TABLE 5.24

Language Used Most Frequently in Reading by Ethnic Group[a]

Group	Language Used			Total
	Spanish	English	Both	
Mexican (n=90)	47%	35	18	100%
Cuban (n=71)	59%	32	9	100%
Puerto Rican (n=72)	47%	40	13	100%
All Latinos	51%	36	13	100%
Number of cases	118	84	31	233

[a] Includes only those reporting some reading ability in both languages.

The data in Table 5.24 reveal a different aspect of reading behavior not directly available through the preceding table (5.23). Although slightly more than half the sample (51% of the biliterate subsample) report most of their reading in Spanish, approximately a third (36%) read most frequently in English, and the remaining 13% in both languages.

The case of the Puerto Rican sample offers one interesting insight into the question of language loyalty. The Puerto Rican pattern is characterized at one level as having the highest reported group illiteracy for Spanish (see Table 5.23), and an even higher percentage of English-language illiterates (39%), a percentage range shared with the other Latinos in the sample. Yet, Puerto Ricans report the highest percentage of English language reading by group. Taking the Puerto Rican subsample one more step, there is strong statistical support for demonstrating that most of the Spanish language illiterates are also English language illiterate (x^2 significant at .02).

Viewing the question of literacy from a related focus of comparing languages used in book reading with ESL activity, the resulting association between these factors is significant at the .001 level for the x^2 test. Both the strength and direction of the relationship clearly indicates that respondents who have participated in ESL programs are more likely to be those individuals who report their book reading in English or in both languages than non-ESL participators. Other AE activities are similarly associated with English or bilingual book reading, but at a somewhat lower level of significance (at .02 level).

The role of ESL and related AE activity in relation to the many aspects of monolingual and bilingual literacy and language preference in book and other types of reading activity is a crucial one. It is also an area for which little data have been available and which is still not sufficiently understood.[20]

It has been expressed how significant the role of ESL and AE is in the lives of our total sample (50% participators) and it should therefore not be surprising that much of the reading done in English by such learners is performed by individuals who continue to report Spanish as the language in which they read best. Actual English language reading is directly related to ESL and AE activity (as is reading ability) and such activity in these programs also seems to be related to reading interests and ability in the Spanish language as well. Some of these questions will be raised again,when what is being read and by whom is considered more extensively in the section on Reading Activity.

A final note on the broad question of language and reading skills concerns the reported pleasure in reading in either or both languages. The data for the two questions asked respondents to indicate their enjoyment of reading in the languages for which they reported literacy. The data on these aspects of reading are presented in Table 5.25.

A healthy majority of each of the three Latino groups report 'a lot' of enjoyment in reading Spanish. That percentage (69%) of 'a lot' for the total reporting Spanish-

TABLE 5.25

Enjoyment of Reading for Respondents Indicating Literacy in Spanish and English by Ethnic Group

Language by Group	Reading Enjoyment			Total
	A lot	Somewhat	Hardly	
A. Spanish				
Mexican (n=147)	60%	29	11	100%
Cuban (n=108)	79%	18	3	100%
Puerto Rican (n=108)	72%	17	11	100%
All Latinos	69%	22	9	100%
# of cases	251	80	32	363
B. English				
Mexican (n=97)	42%	39	19	100%
Cuban (n=75)	42%	23	35	100%
Puerto Rican (n=83)	45%	30	25	100%
All Latinos	43%	31	26	100%
# of cases	110	80	65	255

language reading drops to 43% for those who report enjoyment of English-language reading. Apparently, Spanish has not been submerged in the general tide of improving English-language reading skills. In applying the set of demographic variables considered in previous analyses (age, sex, residential factors, the socioeconomic variables and the education factors), only length of Chicago residence and the formal, ESL, and AE education factors are significantly related (x^2 significance of .03 for Chicago residence and .01 for the education variables). In general, there appears to be a limited impact by the other demographic variables when considered individually in relation to reading enjoyment in either language.

There are many social and cultural models to explain why any ethnic group prefers to read in its native language long after settling into another country. It has been postulated by many ethnolinguists and researchers in this area that the individual's social environment and ethnic network within the neighborhood is further permeated by ethnic factors when he uses Spanish for both speaking and reading, even after learning the language of the host country. We will also see that very strongly related to the persistent use of and loyalty to Spanish is an extensive Spanish language mass media. This aspect of language loyalty and the relationships between language skills and reading activity will be further probed in the section on Mass Media Activity.

The preceding analysis of language and reading factors has set the stage for the detailed profiles of communication behavior and resource utilization to follow in this chapter.

This extensive review of the social characteristics of the people reported in this investigation has covered four sets of related characteristics. The review of personal and demographic characteristics included the traditional demographic measures, but it also presented a series of contingency tables presenting the characteristics of the sample while controlling for some of the special variables related to our sample: ethnic group membership, residential factors, language factors, and other social characteristics.

In addition to relating these individual factors to the four sets of related social characteristics, comparisons were made with the characteristics of the total Latino population in Chicago for data available in the 1970 Census, as well as for the non-Latinos in Chicago in some instances. It is reasonable to conclude from this series of comparisons that the sample population in this study rather closely approximates the characteristics of the total Latino population for many of the most salient characteristics of interest to this investigation. This enables us to generalize to Latinos in other barrios as well as to Latinos throughout other Chicago neighborhoods who share similar social characteristics. Generalizations beyond Chicago are not warranted given the lack of similar bodies of data for the three major Latino groups in other cities and areas.

The profiles developed in this description of the sample will be frequently cited in the succeeding sections of this report. From this set of profiles based on personal and group factors, the focus will now revolve to the communication environment of the Latino people. The point of entry for this detailed discussion of the communication environment of Chicago Latinos will be through an examination of the barrio network.

Communication Behavior and Barrio Networks

Overview

The individual Latinos who constitute our sample represent the three major ethnic groups who together form a linguistically linked but to some degree culturally subdivided body of Spanish Speaking immigrants in a major city. Our sample population also represents a much larger population of Spanish Speaking people who most frequently live in a system of overlapping as well as single barrios. These host barrios which contain varying densities of Latinos quite frequently share some or all of the barrio boundaries with other ethnic or racial groups. It is within this system of barrio networks that the Latinos in our sample can communicate and aid one another.

Both within and outside of the barrio there are various types of barrio-oriented ethnic organizations as well as clusters of helpers or "gatekeepers" who facilitate access to resources for others to solve problems relevant to urban living. There are also channels of information and aid available through various types of activities: mass media use, reading activity, use of the public library or other formal institutions, and participation in formal voluntary associations and other types of groups.

Our goal in the first section on the Barrio Networks is to describe the personal, social, and organizational relationships that characterize the barrio communication environment. This set of barrio profiles will then serve as the introduction for answering the research questions posed at the beginning of this investigation. One set of questions to be analyzed concerns the existence and persistence of significant informal resources within the barrio and the degree to which the three Latino groups agree or differ from one another in the extent of their friendship networks and their perceptions of Latino economic and social conditions shared by the Latino people.

Following this exploration of the influence of the barrio network in the communication environment, the next consideration is to more formal communication behavior. This analysis will consider the extent of mass media use, including the Spanish language media, and the extent of reading activity. We will consider both the extent of traditional print and media communication as well as how such behavior is related to the ethnic group membership, the continued impact of the Spanish language, and some of those characteristics demonstrated earlier in this chapter to explain some variation in Latino communication behavior.

The series of perspectives on the influence of the barrio network for struggling to structure access to formal informational and urban resources leads to a general consideration of Latino attitudes toward the formal resources and institutions available both within and outside the barrio. A brief overview of Latino evaluations of the performance of formal resources and institutions in relation to their treatment of Latinos sets the stage for an in-depth analysis of the role of one core informational agency and resource--the public library.

A major concern of this investigation is to better understand the role of the public library in relation to other social institutions and community organizations in the lives of Latino people. An analysis of who uses the public library, what distinguishes the users from nonusers, what potential groups of users should the library attempt to reach, and what relationships exist between library use and use of informal or other formal group resources for problem solving and information seeking will be presented after the presentation of the mass media and reading activity profiles.

At the conclusion of the review of the public library's role in the life of Latinos, the focus will turn to the extent and implications of participation in formal voluntary associations in relation to the other behaviors outlined earlier in the chapter. The general data on the extent and nature of participation will prepare the way for the conclusion of this chapter which will consider the testing of the hypotheses and summarize the findings and implications.

Barrio Composition

The previous chapter detailed the sample selection method in which 45 of the identifiable Latino tracts were selected as primary sampling units, 15 tracts for each Latino group. The respondents in this sample were thus selected from barrios containing from 2% to 63% density of Spanish Speaking population per tract. The statistics on density available in Appendix D would lead us to expect a relatively large percentage of Mexicans living in predominantly Latino (particularly Mexican) barrios, closely followed by the Puerto Ricans living in barrios with a predominantly Mexican or Puerto Rican composition. The 15 selected Cuban tracts contained the lowest range of Latino density percentages, from 2% to 18%, with few tracts containing a predominantly Cuban proportion of Latino households.

To gather data on barrio composition, the respondents were asked to describe the ethnic or racial composition of the majority of people in this neighborhood. Although this question was not clearly understood by a small percentage of the respondents who initially replied that no single group clearly represented a majority or plurality of the barrio's total population, data was gathered from 82% of the sample on barrio composition. The respondents' perceptions regarding the ethnic or racial group accounting for the most significant population group in the barrio is presented in Table 5.26:

TABLE 5.26

Distribution of Predominant Barrio Composition Expressed by Latino Groups for Total Sample

Group Responding	Predominant Group						Total Latino
	Mexican	Puerto Rican	Cuban	Black	Anglo	Other	
Mexican (n=148)	27%	5	*	2	6	2	42%
Cuban (n=88)	1%	1	3	1	15	4	25%
Puerto Rican (n=115)	6%	11	0	2	7	7	33%
All Groups	34%	17	3	5	28	13	100%
# of cases	121	60	10	19	93	351	

*Less than one-half of one percent.

The Mexican sample reports the highest percentage of any of the three Latino groups living in barrios characterized by a primarily Latino composition (in this case, Mexican). What is salient about the Mexican sample's barrio profile is that three-quarters of the Mexicans live in barrios which have large percentages of Latinos, particularly fellow Mexicans.

Approximately one-third of the Puerto Rican sample reports living in barrios with a predominant Puerto Rican population, and an additional 18% of the Puerto Ricans report living in barrios which are composed predominantly of Mexicans. The Puerto Ricans also report the largest percentage of "others," which consists of neighborhoods reported as being primarily Greek, followed by Polish and other ethnic groups.

The Cubans most frequently report residence in neighborhoods which are primarily Anglo. Although the percentage of Cubans who report living in primarily Cuban barrios is quite small (3% of all the reported barrio composition, and 12% of the Cuban respondents), it is apparent in Table 5.26 that current residence in barrios characterized by a predominant Cuban population is reported only by Cuban respondents. This indicates that at least a small percentage of the Cuban respondents perceive that their immediate social world consists predominantly of fellow Cubans. This is not an insignificant statistic as it has previously been reported that there are very few Cubano barrios with relatively high Latino density ratios. These social perceptions of barrio composition in some cases do not always agree with the statistics available from the 1970 Census data or other reports, but the fact remains that the Latino's perception of the predominant population group in his neighborhood is a normative orientation that influences his communication environment. It can be said on the basis of Table 5.26 that the Cubans live in predominantly Anglo areas and that the Cubans reporting non-Anglo neighborhoods are as likely to report residence in Mexican as in Puerto Rican, or Black communities.

The tendency of Mexicans and Puerto Ricans to report barrio compositions reflecting their own ethnic or general Latino composition lends support to the thesis of a Latino community orientation. Ethnic group membership and barrio composition are statistically significant at the .001 level for the x^2 test and controls for sex, education, and marital status were not found to be statistically significant with reported neighborhood composition. Although not statistically significant at the .05 (for the x^2 test) level or better, age does seem to be related to barrio composition. The younger people, particularly the Mexicans and Puerto Ricans, report more frequent residence in Anglo neighborhoods. The three measures of length of residence as determined by years in the U.S., Chicago, and the Barrio are all found to be significantly related (x^2 significant at the .03 level) to neighborhood composition. The most apparent relationship of length of residence to barrio composition is found for those respondents indicating more than 10 years of Chicago residency. These sample statistics would generally point to a tendency for the younger Latinos who have been in the Chicago area for 10 years or more to venture into non-Latino neighborhoods.

A distinction is generally drawn in the literature and reportings of research between actual neighborhood composition and preferred neighborhood composition. It has been argued by some ethnologists and social scientists that relatively recent immigrant groups tend to settle out of the immigrant community after becoming acquainted with the host society. Respondents were asked to state their preferences for neighborhood composition (see Appendix A, Q. 28). The degree to which our sample indicates a desire to live in a neighborhood different from their own predominant ethnic group is presented in Table 5.27:

TABLE 5.27

Distribution of Preferred Neighborhood Composition Expressed by Latino Group for Total Sample

Group Responding	Preferred Neighborhood Composition					Total Latinos[a]
	Own Ethnic Group	Latinos in General	Latinos & Anglos	Blacks & Latinos	All Types	
Mexican (n=96)	14%	17	10	*	6	47%
Cuban (n=37)	2%	10	4	*	2	18%
Puerto Rican (n=68)	4%	12	9	*	9	34%
All Groups	20%	39	23	1	17	100%
# of cases	40	79	46	3	33	201

*Less than one-half of one percent.

[a] Total Latino percentages are based on the table percentages that have been rounded off. The remaining 1% is spread evenly among the three Latino groups.

Approximately one-half of the total sample did not respond to this question, generally indicating no preference or difficulty in choosing between Latinos in general and Latinos mixtures with other groups. Of those who responded, the most interesting finding is that Cubans who earlier reported the lowest percentage of Latino barrio residence (Table 5.22) demonstrate a preference for a general Latino mix or one representing Latinos and Anglos.

The x^2 test of association between ethnic group and preferred neighborhood composition was not found to be significant, nor were any of the controls for sex, marital status, education, or age found to be significantly associated. All three of the residential variables were significantly associated (x^2 significant at .03 level). The general relationship of residential stay and preferred composition appears to be one of decreasing the ethnocentric orientation such that there is more of a general Latino orientation in terms of preferred neighborhood composition rather than primarily to one's own ethnic group composition.

As a measure of ethnocentricity, the data on preferred neighborhood composition indicate that of the three groups the Mexicans demonstrate the strongest ethnic group identification. It has been previously demonstrated in Table 5.26 that the Mexicans are the most likely to live in predominantly Mexican barrios while the data in Table

5.27 also identifies the Mexicans as also more likely than the other two groups to continue living or preferring to live in barrios composed predominantly of their own ethnic group.

This is somewhat in contrast to both the Cubans and the Puerto Ricans who appear less ethnically oriented in comparison with the Mexicans, but who continue to maintain a significant degree of general Latino orientation. This is visible in the case of examining the data on Puerto Ricans in Table 5.27 which indicate that the Puerto Ricans also demonstrate both an actual and preferred Latino residential orientation, with less emphasis on remaining within Puerto Rican barrios over mixed Latino barrios. The majority of the Cubans would also prefer to live in a mixed Latino barrio, although less than one-quarter actually report current residence in a predominant Latino barrio.

In general, it can be said that the majority of individuals within each of the three Latino groups continue to identify strongly with their own group members, and over half of each Latino group prefer Latino communities over mixed communities with Anglos, Blacks, and other groups. It appears that, in general, regardless of sex, marital status, or education, the Latinos in the sample actually do and prefer to live with fellow Latinos. The passage of years as measured by Chicago and barrio residence appears to mitigate the strength of Latino group preference.

There is another interpretation to the data for Tables 5.26 and 5.27 as well. And that interpretation relies upon the interviewer's written comments, reporting and debriefing. The data for these tables are drawn from two questions asked of the respondent in separated and distinct item series. Data for Table 5.26 was gathered in the series of questions tapping residential status and family networks. The specific question (see Appendix A, Q. 11) asked: "Would you say that the majority of people in this neighborhood are: -- ." Categories were read and a single one coded by the interviewer. Interviewer comments on the completed schedules and comments made during interviewer debriefing led us to suspect a potential degree of ambiguity in this question for some respondents.

Approximately 10% of our sample asked to have this question repeated, as some respondents reported it was difficult to identify a single predominant group in barrios with population mixtures encompassing the ethnic spectrum. Each respondent was allowed to define the parameters of his or her barrio and to report within those subjective boundaries which ethnic group appeared to have a plurality. Interviewers were instructed to repeat the question if asked by the respondent and only to briefly define what was meant by the concept majority. During debriefing the interviewers reported that the repeating of the question, with a stress on the word majority as meaning "the group that has the most people in this barrio," reduced the ambiguity to resolve the problem of validity of the question.

The related question on barrio preference (Appendix A, Q. 28) prefaced a later interview section on friendship networks and the neighborhood. The problem reported by interviewers with this question was not the ability of the respondent to understand the meaning of the item, but rather, for many, it was difficult to report a preference for living with mixtures of people read off by the interviewer. Approximately one-fifth of the total number of respondents replied that ethnic composition of neighborhoods was irrelevant in light of the spiritual or social equality of all people, and that hence a universal mix of ethnic and spiritual communities was preferred over a single group orientation. Other respondents reported that they had not thought about where they would rather live, as they were content where they already resided. In cases of this nature, the interviewer recorded verbatim the response and did not attempt to force the respondent into any single precoded category.

The final decision was made by this writer to distinguish between specific types of affirmative responses to the "all types of people" category and those general or universal "we are all equal" replies. As such, the data reported in Table 5.27 represent information for those individuals who were able to respond within the specific scope of the categories, as opposed to a response of a non-preferential nature. With these factors in mind, it still is apparent that as measured by actual and preferred neighborhood composition, Latinos of all three groups generally prefer relatively homogeneous Latino neighborhoods. This is particularly the case for the Mexican and Puerto Rican groups who currently do report such current profiles of barrio residence, as contrasted to the Cuban group, which cites more instances of living in Anglo communities.

The data from this and the preceding sections continue to indicate the persistence and strength of what may be called a 'Latino Culture' as expressed by a desire to live with fellow Latinos in a mixed barrio rather than a barrio exclusively of one's own or other ethnic group. At the same time, data in this and forthcoming sections will demonstrate that significant differences do exist among the three groups in relation to specific orientations and activity patterns. This question of a Latino culture in relation to the individual ethnic group culture and orientation will be more fully discussed in the succeeding sections, particularly in the report of mass media use and other communication activities and patterns of resource utilization.

Latino Status

Related to this concept of residential preference is the question of degree of ethnic identity and consciousness felt by the respondents. Concern for the progress of other individuals of one's ethnic or general Latino group within the context of the barrio is intimately associated with the use of resources within and outside of the barrio. Two questions were developed to act as indicators of Latino ethnic perceptions and relations. The first question (Appendix A, Q. 12) asked respondents to indicate whether they felt closer or identified more with Latinos in general than with other kinds of people. Little ambiguity was reported with use of this question and the data is reported below in Table 5.28:

TABLE 5.28

Percentage Responding Feeling Closer to Latinos than Others by Ethnic Group

Ethnic Group	Feel Closer to Latinos than non-Latinos
Mexican (n=162)	49%
Cuban (n=111)	40%
Puerto Rican (n=176)	36%
All Latinos	42%

In brief, the data in Table 5.28 reflect the perceived stronger Latino orientation of the Mexican group compared to the others, followed by the Cuban group, and finally the Puerto Ricans indicate the least degree of such identification. The x^2 test of association was not significant between group membership and the measure of Latino closeness, but the data does support the earlier profile of both greater ethnic group and general Latino orientation manifested by especially the Mexican group and the Cuban group, and least by the Puerto Ricans. In addition, the question of Latino orientation was further explored by testing the level of association between perceived Latino closeness and the variables of age, sex, marital status, education, and the residential factors. None of these factors are significantly associated by the x^2 test. The data in Table 5.28 were also run against barrio composition, barrio preference, and the frequency of communication with relatives. None of this last set of three variables was found to be significantly associated with the overall general preference by the sample (58%) to report that they felt equal towards all kinds of people. Relating this data to previous profiles, the evidence would lead us to characterize the Latino sample primarily as ethnic group oriented, but not necessarily ethnocentric to the point of rejecting identification with other Latinos or to non-Latinos in general.

The second question in this set specifically inquired about the degree of interest held by the respondent in the ways "Latinos as a whole are getting along in this country. . . ." This data adds another dimension to our developing profile of Latino ethnic and general Latino group concerns. The Puerto Ricans report the highest ethnic group percentage responding they have a great deal of interest (56% yes), followed by the Mexicans (54%), and the Cubans (51%). Once again, the evidence points to a Latino cultural orientation. For all three groups, half or more of the respondents report a great deal of interest in how Latinos are getting along in this country while only 6% overall reported no interest. Neither age, sex, education, marital status, nor any of the residential length variables are significantly associated using the x^2 test with interest in Latino affairs tapped by this question.

The data from this set of questions indicate that a slightly higher percentage of people report a significant degree of interest in Latino affairs as compared to those who responded in Table 5.27 that in general they felt equal towards everyone. At this point in data analysis, it is not possible to determine what discriminates between a sense of identification with Latinos and a related measure of interest in Latino progress. What is clear is that although there does exist a substantial amount of outgroup orientation, the percentage of those expressing no interest in Latino affairs is very small for all three groups. As to what may characterize those who express an egalitarian attitude toward Latinos and others, the question of Latino closeness was tested for significance with the preceding queries on preferred neighborhood composition. The conclusion is that a preference for the same ethnic or general Latino neighborhood is associated with a strong interest in Latino affairs, while the more mixed neighborhood preferences are associated with an equal towards all attitude (x^2 significant at .02 level).

Friendship Network

The information of immediate family composition and frequency of communication was detailed earlier on the section on personal characteristics of the family. A related aspect of the personal social network is the nature of the friendship patterns reported by the respondents. The data on Latino friendships are based on three questions (Appendix A, Q. 30-32) asking about the ethnic background of their three best friends, the geographical closeness of friends, and the frequency of communication with friends. The data for this set of related questions is presented in Table 5.29.

Only 3% of the total sample reports having no Latinos among their three closest or best non-family friends. For

TABLE 5.29

Friendship Patterns and Interaction with Friends by Ethnic Group

	Ethnic Group				
	Mexican (n=167)	Cuban (n=111)	Puerto Rican (n=175)	All Latinos	# of Cases
A. Number of Latino friends					
None	3%	1%	5%	3%	12
One	4	9	4	6	22
Two	14	9	19	14	56
Three	79	81	72	77	308
Total	100%	100%	100%	100%	398
B. Number of friends in barrio					
None	30%	44%	35%	36%	141
One	21	17	23	20	81
Two	16	14	15	15	60
Three	33	25	27	29	115
Total	100%	100%	100%	100%	397
C. Frequency of communication with friends					
Less than once a week	23%	10%	21%	19%	74
Once a week	26	20	17	21	84
Several times a week	51	70	62	60	234
Total	100%	100%	100%	100%	392

the total sample, the vast majority (79%) reported having fellow Latinos as all three of their best friends. The x^2 between ethnic group and the number of Latino friends was not significant and offers indirect evidence that the phenomenon of Latino friendship preference is common to all three groups.

Given the geographic distribution and dispersion of the Cuban population, it is not unexpected that the Cubans report the highest percentage (44%) of friends living outside the barrio, although they also report the highest percentage of Latino friends for all three groups. This is perhaps a reflection of their more recent arrival and their scattered residence throughout the city.

It is important to note that although the overall number of Latino friends for respondents is high, a little less than one-half indicate that two or three such friends live outside the barrio. What emerges from the first two panels of Table 5.29 is a strong indication that although a vast majority of the respondents' closest friends are Latino, only about one-half of the total sample can report that most of their friends also live in the barrio. This relatively high incidence of Latino friendship, combined with the finding that more than one-third of the total respondents cannot claim at least one of his three best friends as living within the barrio, points to a significant degree of interaction between respondents and other Latino individuals who live outside the barrio.

The final panel of Table 5.29 taps the frequency of communication between respondents and their friends. Once again, the Cubans exhibit the highest percentage of frequency of communication with friends as they did for relatives (x^2 significant at .006; see Table 5.12). The Cubans can be particularly characterized by their ability to overcome geographical dispersion and distance from friends by their very frequent interpersonal communication with a high percentage of Latino friends. In this respect, the Puerto Ricans exhibit a similar pattern, with the Mexicans reporting the least communication for the three groups.

A review of the preceding profile of friendship patterns with controls for age, sex, education, and residential length factors demonstrates that the Latino friendship and interpersonal communication network remains relatively strong and the same for both sexes, over increasing periods of time and periods of residence in the nation, city, and neighborhood. The language factor does, in this instance, significantly relate to patterns of interpersonal communication. Monolingual Spanish Speaking respondents report the highest incidence of interpersonal communication while the smaller number of bilinguals and monolingual English speaking report the least amount of communication (x^2 significant at .004).

In addition, an analysis of frequency of communication with friends was run against the frequency of communication with relatives and the x^2 was significant (.002), demonstrating that the two modes of interpersonal communication are associated. There are indications that interaction among relatives is more important to these respondents than that for friends, but the two patterns of interaction are similar in many respects. In a similar vein, correlations indicate that, with the exception of length of Chicago residence, the interaction frequencies are not very highly correlated with some of the key demographic and socioeconomic factors. In relation to the relatively small size of the correlations, it is also interesting that the two residential control variables did not rate consistently in their direction to the two interaction variables. The correlations are presented in Table 5.30.

TABLE 5.30

Pearson r Simple Correlation Matrix for Contact with Relatives and Friends

	Personal Characteristics					
Frequency of Visit	Length of U.S. Residence	Length of Chicago Residence	Length of Barrio Residence	Age	Education	Income
Relatives	.099	.037	.107	-.007	.060	.080
Friends	-.100	-.129	-.071	.016	.030	.057

Of the correlations presented in Table 5.30, two of them are significant at the $p \leq .01$. The length of Chicago residence is negatively correlated to frequency of communication with friends, indicating that as the period of Chicago residence increases there is a tapering off of interpersonal communication with friends. The second significant correlation is that between length of barrio residence and frequency of communication with relatives, which indicates that increasing years of barrio residence does not diminish the degree of communication with relatives.

In addition to the correlations of the frequency of visit measures with the control variables, the intercorrelation of the two communication variables was also compared. The correlation coefficient between frequency of interaction for relatives and friends is .145 and significant, although smaller than might be expected ($p < .006$).

A final set of contingency and correlational analyses considered the relationships between education and the Latino communication and friendship patterns. Education, as measured by both formal years and ESL or AE participation, was found to be significantly associated with both the number of friends and the frequency of communication with them (x^2 significant at .02 or better for all). The correlation coefficient was also calculated between the number of Latino friends and formal years of education and found to be -.168, and although it is not significant at the established $p \leq .01$ (actual statistical significance $p < .05$), it does indicate that as formal education increases, there is a gradual decline in the number of Latino friendships. As previously shown from Table 5.30, education is not significantly correlated with either frequency of communication with friends or relatives.

The preceding analysis of friendship patterns indicates a high degree of interaction with friends, most of whom are Latinos among all three groups. Many of these Latino friendships reach beyond the barrio to encompass individuals outside of the immediate barrio network. Yet, 60% of the total sample can claim to visit or talk with friends several times a week.

In considering the data presented in this section, it is evident that the Latino people have reached across the barrios to develop personal friendships with other Latinos. Although we do not know for sure that the majority of these friends living outside the respondent's barrio can be shown to live in other Latino barrios, it is probable that a significant proportion of our sample has visited other barrios in which his or her friends reside. It has also been shown that this strong Latino friendship network is characterized by frequent interpersonal communication and is not noticeably weakened by age, education, income, or most measures of residence. The friendship network appears to be a constant in this study of the communication environment of Latino barrio and its people.

The preceding discussion on the barrio network focused on the ethnic composition of the respondents' barrios, their preferences for barrio composition, concerns for the closeness felt to and interest in Latino people in general, and the degree of personal interaction with friends and relatives. This discussion of the barrio network will conclude with attention to the broader questions of the samples' perceptions of Latino values, and the current status of Latino social and economic progress. An analysis of these concerns is considered relevant to the discussion of the Latino barrio network, as individual and group perceptions of discrimination and general group status have been considered essential in much of the research on ethnic minorities and their maintenance of customs.

One measure of the strength of Latino culture felt by these ethnic groups is the degree to which individuals in the sample desire that their children follow and maintain Latino customs. For the 61% of the total sample reporting children, the responses to which customs they would like their children to follow are summarized in Table 5.31.

There is little variability in responses for the three Latino groups in relation to the items concerned

TABLE 5.31

Percentage Responding Yes to Customs Children Should Follow for Total Sample[a]

Speak Spanish	99
Feel proud of being Latino	99
Enjoy Latino food	99
Enjoy Latino music	98
Celebrate Latino holidays	94
Visit relatives outside the U.S.	88

[a] Base represents 244 respondents with children under age 19 in household.

with the maintenance of Latino culture (x^2 for ethnic group n.s.). It is evident that the Latino family structure is permeated with a strong sense of Latino identification and that the maintenance of Latino customs is most easily accomplished by familial residence in the barrio, regardless of economic or social hardships associated with barrio life. The attention is now shifted from the family to the perceptions of discrimination felt by the Latinos in this investigation.

Perceptions of Latino Discrimination and Progress

The data presented next in Table 5.32 offer in many respects important testimony to the present perceptions of respondents regarding the treatment of Latinos by Anglos in Chicago. This information is based on a question

(Appendix A, Q. 143) which asked the respondents to indicate whether they felt Anglos (White Americans) treated Latinos better, about the same, or worse than they treated other Anglos.

TABLE 5.32

Perceptions of Discrimination by Ethnic Group

Ethnic Group	Anglo Treatment of Latinos			Total
	Worse	About the Same	Better	
Mexican	48%	49	3	100%
Cuban	40%	57	3	100%
Puerto Rican	60%	39	1	100%
All Latinos	49%	48	3	100%
# of cases	181	177	9	367

The attitudinal data presented in Table 5.32 reflect an almost even break between those who felt that Anglos treated Latinos either worse or about the same as Anglos treated other Anglos. Interestingly enough, the Puerto Ricans who are, of course, U.S. subjects, reported the highest percentage of respondents feeling that Anglos treated Latinos worse than they treated fellow Anglos. Whether this is based on their own treatment cannot be determined in this study.

The three ethnic groups were not found to be sufficiently different in their perceptions of discrimination to make the x^2 test of association significant at the .05 level or better. Controls for age, sex, marital status, education, and the residential length variables were not found to be significantly associated with perceptions of discrimination for either the total sample or for the individual groups. The second question to consider the general perception of Latino status within the larger social network focused on the perceived change in the general social and economic conditions of Latinos in Chicago over the last decade.

In order to tap the perceptions of the respondents regarding the overall improvement or decline of Latino social and economic conditions over the last decade, the respondents were asked whether they felt that the economic conditions for Latinos in Chicago had gotten better, were about the same, or had gotten worse. The responses to this question (Appendix A, Q. 144) are summarized in Table 5.33.

Once again the Puerto Rican sample demonstrates the highest percentage of Latino group respondents perceiving a significant amount of inequality in relation to social or economic status in Chicago. More than one-third (38%) of the Puerto Ricans felt that economic conditions for Latinos had declined in Chicago while Cubans reported the lowest percentage of Latino group respondents (10%) who felt that economic conditions had gotten worse over the

TABLE 5.33

Perceptions of Latino Group Status Changes in Past Decade by Latino Group

Ethnic Group	Perceived Changes in Economic Conditions			Total
	Getting Better	About the Same	Getting Worse	
Mexican	53%	21	26	100%
Cuban	62%	28	10	100%
Puerto Rican	37%	25	38	100%
All Latinos	51%	24	25	100%
# of cases	190	91	95	376

same period. Mexican perceptions lie between these two extremes.

What is quite significant from our perspective of what characterizes the attitudes of Latinos within the barrios towards the larger social system is the finding that slightly more than half (51%) of the total sample felt that economic conditions had improved for Latinos in the U.S. While one-quarter of the sample felt that conditions had deteriorated over the last decade (particularly the Puerto Ricans), the general situation seems to be one of perceiving gradual improvement in Latino group economic status within the city.

Analysis of this data on perceptions of Latino group status was made with a set of demographic and socioeconomic variables as controls. Length of residence was not significantly associated (using the x^2 test) with perceptions of Latino status, nor were the factors of age, sex, marital status, or employment status. Two variables were found to be significantly associated at the .02 level for the x^2 test: education and income. Latinos with either more years of education or with relatively high incomes ($10,000 or more) were the most likely to feel that economic conditions had improved. The reverse is true for those scoring at the bottom end of both factors; they felt that economic conditions had declined over the last decade. This concludes our review of some of the factors at work within the Latino barrio networks and provides us with a general baseline of perceptions on Latino status with which to analyze the data to be presented in the next sections on Latino use of the formal mass media, reading activity, and use of institutional resources for problem solving and information gathering.

Communication Behavior

Mass Media Use

An extensive battery of questions revolved on the ownership, use, and preferences of Latinos in our sample to the mass media of radio and television. In addition to inquiring about the use of the Spanish language mass media, the questions in the mass media section (Appendix

A, Section F) also asked the respondents a set of dependence measures in relation to use of radio and television for information about the Latino community. As indicated in Chapter III, associated with the persistence of the Spanish language is an impressive array of Spanish language media, including radio, television, and print media such as newspapers, magazines, and books.

Our analysis of the use of the mass media begins with ownership statistics for the entire sample regarding the possession of radios and television sets within the household. Table 5.34 presents the data on radio and television ownership.

TABLE 5.34

Media Ownership by Ethnic Group

Ownership by Group	No Sets	1-2 Sets	3 or More	Total
A. Television				
Mexican	7%	90	3	100%
Cuban	3%	83	14	100%
Puerto Rican	6%	87	7	100%
All Latinos	5%	87	8	100%
B. Radio				
Mexican	7%	78	15	100%
Cuban	4%	70	26	100%
Puerto Rican	7%	65	14	100%
All Latinos	6%	76	18	100%

Similar media ownership patterns for ethnic and racial minorities including Latinos were reported in Chapter IV (see pp. 94-112). Our data indicate that almost all (95%) of the people in our sample own at least one functioning television and radio set. Ownership of these media cuts across all demographic, socioeconomic, and linguistic variables. It is of some interest that the Cubans report the highest percentage of radio set ownerships, with one-quarter of the Cuban group reporting three or more radio sets and 13% of their number reporting three or more television sets. Whether the Cubans have a correspondingly higher percentage of heavy media users in comparison to the other groups will be seen in the following sections which consider the use of mass media as both a general activity and also in relation to the Mass Media Use Index presented in Chapter IV (pp. 175-178).

Television Activity

The initial set of mass media questions (Appendix A, Q. 57-58) asked the respondents to indicate their general weekly and daily use of television. These questions were followed up by a series of questions probing about weekly Spanish-language television viewing and whether the respondents watched more Spanish or English-language television. Television use figures for both weekly and daily use are presented in Table 5.35 for the total responding in each

TABLE 5.35

English and Spanish Language Television Use Factors by Ethnic Group

	Ethnic Group			All Latinos	# of Cases
	Mexican	Cuban	Puerto Rican		
A. Weekly TV use					
Every day	63%	58%	65%	62%	247
Few days	20	24	18	20	81
One day	5	4	4	5	18
No days	12	14	13	13	51
Total	100%	100%	100%	100%	397
B. Daily TV use in hours[a]					
One hour or less	15%	20%	19%	18%	60
2-3 hours	61	47	43	51	176
4 or more hours	24	33	38	31	106
Total	100%	100%	100%	100%	342
C. Spanish language weekly TV use					
Every day	40%	46%	34%	40%	157
Few days	17	11	10	13	52
One day	14	9	15	13	51
No days	29	34	41	34	136
Total	100%	100%	100%	100%	396
D. Television language use preference[b]					
English	31%	36%	38%	34%	92
Spanish	49	41	49	47	124
Use both the same	20	23	13	19	77
	100%	100%	100%	100%	100%

[a] Includes only those reporting some weekly TV viewing.

[b] Represents proportion of sample reporting some weekly Spanish language viewing.

panel. In addition, the extent of Spanish-language weekly viewing by all respondents and predominant language viewing for only those reporting at least some Spanish-language television viewing is included to present a fuller profile of English and Spanish-language television use.

A clear majority of the respondents for each of the three Latino groups watch television every day and only 13% of the total sample reports no television viewing for the week preceding the interview. There is no clear interaction between membership in the ethnic group and weekly television use (x^2 n.s.). Proceeding to daily television use, it is evident that more than three-quarters of the total sample (82%) report a minimum of two hours of daily use. Panel B in Table 5.35 also indicates that the Puerto Ricans report more daily television use than the other two groups, but this is not statistically significant for the x^2 test.

Panels C and D of Table 5.35 shed a good deal more light on the subject of language loyalty and mass media use. Only one-third of the total sample (34%) reported no Spanish language television use. The Cubans have the highest percentage of daily viewers of Spanish-language television use (46% of Cubans), which is in contrast to their lower percentage of respondents for the three groups reporting general weekly television use. The Puerto Ricans who reported the highest percentage of frequent weekly viewing also reported the lowest percentages of Spanish-language television viewing. None of the statistics for Panels C and D are statistically significant between ethnic groups and the television use variables. But a definite Spanish-language TV orientation by Cubans and Mexicans emerges from this review of the data.

An additional television measure designed to tap the degree of Latino dependence on television for news and information about the Latino community will be presented before an analysis of television use measures in relation to the demographic, socioeconomic, and language factors previously presented throughout this chapter. The data presented in Table 5.36 represent the responses to a question (Appendix A, Q. 69) asked of all respondents to determine their degree of dependence upon television for information about the Latino community.

Considering Panel A, the Mexican and Puerto Rican groups report comparable percentages of respondents who express a high degree of dependence on television for news about the Latino community. The Puerto Rican group demonstrates the least reliance on television for news about the Latino community, although it can still be said that on the basis of ethnic group membership all three groups are not significantly different from each other (x^2 n.s.) in television dependence for news about the Latino community. Panel B sharpens the group distinction by differenti-

TABLE 5.36

Latino Dependence on TV for News about the Latino Community by Ethnic Group and Country of Birth

	Amount of Dependence			Total	
	A Lot	Somewhat	Hardly		
A. Ethnic Group					
Mexican	46%	28	26	100%	
Cuban	45%	27	28	100%	
Puerto Rican	36%	27	37	100%	
All Latinos	43%	27	30	100%	
# of cases	167	107	118	392	
					# of Cases
B. Country					
Mexico	53%	30	17	100%	125
Cuba	45%	27	28	100%	109
Puerto Rico	38%	25	37	100%	111
United States	21%	28	51	100%	47
All Latinos	43%	27	30	100%	392

ating on the basis of the respondent's place of birth rather than ethnic group membership based on ancestry. This is particularly salient as it enables us to cull out those Mexican Americans born in the U.S. and the smaller percentage of mainland-born Puerto Ricans. What this data does is to make clearer the degree of Latino dependence on television by birth. It demonstrates a significant increase of the percentage of Mexican-born Mexicans dependent on TV, while showing a decrease in dependence for those born in the U.S. In this case, U.S. birth as a control variable makes clearer and more apparent (x^2 significant at .004) the relationship between ethnic group birth and this one measure of mass media dependence that was less distinct in Panel B where group membership was operational.

What emerges from the data on Tables 5.35 and 5.36 is a profile of Latino television use characterized by frequent weekly and daily use in addition to high Spanish language weekly television use. The Cubans and Mexicans apparently watch more-Spanish language television and depend on it more for information about the Latino community more than the Puerto Rican sample, but the differences are not significant using the x^2 test.

In general our statistics reflect similar high levels of both general and Spanish language television such as those reported in the NERI, MASP, and Hsia studies cited in Chapter III which have considered the television use by ethnic minorities, particularly Latinos. Beyond the concerns of general use measures, our measure of dependence on Spanish--language television for news about Latinos and our data on language preferences for television viewing must stand relatively alone until similar studies are conducted which gather data enabling us to relate our findings to those of other Latino groups and communities in the U.S.

A variety of demographic, socioeconomic, and linguistic factors were individually tested for significance using the x^2 test for all of the television use measures. The matrix presented in Table 5.37 summarizes the x^2 test of association between each of the television use variables and the control variables.

Of the demographic variables included in Table 5.37, only formal years of education was significantly associated with the three television language factors of frequency of use, most often viewed language broadcast, and the degree of dependence on television for news about the Latino community. In general, years of education tends to modify the use of Spanish-language television, as increased education is generally associated with less frequent Spanish-language viewing and less dependence on television for news about the Latino community. This situation is reversed for those reporting ESL and AE activity, as these activities are significantly associated with both a higher degree of Spanish weekly TV viewing and dependence on the TV for news about Latinos. It becomes increasingly apparent that ESL and AE functions somewhat differently than the traditional measure of number of years of school completed in relation to these and perhaps other communication activities.

The only residential factor significantly related to any of the television factors was length of Chicago resi-

TABLE 5.37

x^2 Significance Matrix for Television Use and Control Variables[a]

	Television Use Variable					
Control	Weekly TV Use	Daily TV Use	Spanish TV Use	Predominant Language Use	TV Dependence for Latino News	TV Use Index
Age	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Education	n.s.	n.s.	.02	.04	.006	n.s.
Years of ESL/AE	n.s.	n.s.	.03	n.s.	.01	n.s.
Sex	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Years in U.S.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Years in Chicago	n.s.	.003	.004	.02	.003	n.s.
Years in barrio	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Income	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Country of birth	n.s.	n.s.	.004	.05	.03	n.s.
Language spoken	n.s.	n.s.	.02	.02	.02	n.s.
Read Spanish	n.s.	n.s.	.03	.04	.03	n.s.
Read English	n.s.	n.s.	.04	.06	.05	n.s.

[a] n.s. indicates x^2 not statistically significant at .05 or better.

dence. The longer the length of Chicago residence, the greater the tendency to listen less hours per day and to place less reliance on Spanish-language television for general viewing and for news about the Latino community. It has already been noted previously in this chapter that the length of Chicago residence appears to generally reflect the impact of urbanization on a largely immigrant population of Latino ethnic groups. Although not significant with years of residence in the barrio, it is still found that 67% of those reporting "a lot" of dependence on television for news about the Latino community have been in the barrio less than five years. It becomes apparent that the impact of urbanization as reflected by length of the Chicago experience is a significant variable to be controlled for in many of the subsequent analyses in this chapter.

The other cluster of factors found to be significantly associated with television use, once again only for the Spanish language television use factors, is the set of language factors previously reviewed in the profile of language and reading ability skills. The single most significant of the controlled language variables for Spanish-language television use and dependence is whether the respondents report more frequent use of Spanish in conversation. Closely following the oral language factor is whether or not the respondents indicate an ability to read

Spanish. And finally, the respondents born in Cuba or Mexico report significantly higher measures of Spanish-language television use and dependence than those born in Puerto Rico or the U.S.

The matrix in Table 5.37 includes as the final television use factor a Television Use Index based upon the Mass Media Use Index presented in Chapter IV (p. 180). None of the controls were significantly associated with this measure. This factor represents a single measure of television viewing based on the respondents' reported weekly and daily use of television. It is this measure, and the parallel Radio Use Index to be presented in the next set of communication profiles, that is used in the testing of the hypothesis. This rather extensive review of television use has included a set of analyses which were also utilized in the set of radio measures, which are identical in format and scale construction to the television use measures. The next section synthesizes the findings of this study in relation to radio listening activity of the respondents.

Radio Activity

The responses to the set of questions on radio listening (Appendix A, Q. 65-73) are also synthesized into a single table. The data on radio listening are presented next in Table 5.38.

TABLE 5.38

English and Spanish Language Radio Use and Dependence by Ethnic Group

	Ethnic Group			All Latinos	# of Cases
	Mexican	Cuban	Puerto Rican		
A. Weekly radio use					
Every day	54%	74%	57%	61%	241
Few days	15	6	14	12	49
One day	8	4	9	7	27
No days	23	16	20	20	80
Total	100%	100%	100%	100%	397
B. Daily radio use[a]					
One hour or less	44%	43%	33%	40%	128
2-3 hours	37	32	36	35	113
4 or more	19	25	31	25	75
Total	100%	100%	100%	100%	316
C. Spanish language weekly radio use					
Every day	44%	64%	53%	53%	208
Few days	14	6	13	11	45
One day	8	5	4	6	23
No days	34	25	30	30	119
Total	100%	100%	100%	100%	395
D. Radio language use preference[b]					
English	21%	19%	21%	20%	57
Spanish	66	75	64	68	192
Use both the same	13	6	15	12	33
Total	100%	100%	100%	100%	282
E. Dependence on radio for news about Latino community					
A lot	36%	45%	40%	40%	156
Somewhat	29	35	27	30	119
Hardly	35	20	33	30	119
Total	100%	100%	100%	100%	394

[a] Includes only those reporting some weekly radio listening.

[b] Represents proportion of sample reporting some weekly Spanish language radio listening.

The total picture presented by Panels A-E in Table 5.38 clearly indicates the preference for radio, as both a general medium and for Spanish language programming and information about the Latino community, by the Cuban group. In Panel A it is evident that almost three-quarters of the Cuban group listen to the radio daily, in contrast to only 58% of the Cubans reporting a weekly rate of television use. The extent of weekly radio listening by Mexicans and Puerto Ricans is significantly lower than for Cubans. Yet, the overall percentage of the total sample reporting daily radio listening is slightly lower, but comparable to the percentage of respondents reporting daily television viewing. The x^2 test for Panel A is significant (.04 level) and supports the distinct preference by Cubans in contrast to the other two groups to a more distinct radio orientation.

In Panel B of Table 5.38 the evidence indicates that number of hours of daily radio use is consistently lower for each ethnic group than the reported amount of daily television use. In effect, the extent of daily radio use is significantly less than the amount of daily television viewing. Ethnic group differences for this measure are not significant (x^2 n.s.).

Turning to the use of Spanish-language radio, a different interpretation to the question of radio versus television use pivots on the factor of broadcast language.

Although reporting overall less weekly and daily radio listening than similar levels of television use for all three groups, Panel C of Table 5.38 clearly demonstrates that the majority of Cuban and Puerto Rican respondents listen to Spanish-language radio daily (x^2 significant at .05). Spanish-language radio appears to be a very important factor in the lives of our sample, as demonstrated by the interpretation of Panel D which indicates that 68% of our total sample listens more frequently to Spanish than English-language radio broadcasts, particularly the Cubans. This is an interesting function of language loyalty to a medium as the percentage of respondents indicating more frequent Spanish-language TV usage is only 47%, significantly lower than the radio figures. The relatively large number of Spanish-language radio programs (30 programs) accounts for more air time than the similar number of Spanish-language television programs (32 programs). It must be noted that the total amount of Spanish-language television time is less than the comparable percentage of total television air time. Therefore, it may be this difference in Spanish-language broadcasting for the two mediums that accounts for the predominant mode of Spanish-language radio listening as contrasted to the more English-language or bilingual profile of television viewing.

Finally, Panel E of Table 5.38 is perhaps the most interesting of the five panels included in the table. It also points to some apparent differences between ethnic group membership and dependence on the radio for news about Latinos. The Cubans once again report the highest degree of dependence, while the Puerto Ricans again demonstrate the lowest dependence of the three groups. Although not significant using the x^2 test for the association of ethnic group to radio dependence, the data supports the general profile of Cuban dependence on the Spanish-language mass media for general usage and for news about the Latino community. The Mexicans also demonstrate a relatively strong use and dependence on Spanish-language media, although less intense than that reported by the Cubans. And the Puerto Ricans apparently rely least upon the Spanish-language mass media for general or specific informational purposes.

A similar set of x^2 tests between the radio measures and the demographic, socioeconomic, and linguistic factors reported for television use in Table 5.37 were performed. The general results for the radio and demographic factors reflect quite closely the x^2 significance levels for television measures against the same set of control variables.

Age is not significantly associated, although younger people report less dependence on radio for news regarding Latinos than older respondents. Education is not significantly related to Spanish-language radio use, but is significantly related (.03 level) to the Radio Use Index (based on the Mass Media Use Index, Chapter IV, p. 180). As education increases, the use of radio increases for all three Latino groups. Sex is significantly associated with Spanish-language radio dependence (x^2 significant at .02), particularly for the Mexican males who report twice the amount of high radio dependence that Mexican females (68% to 32%) report. Once again the length of Chicago residence is significantly associated (x^2 significant at .03), as the newer Chicago residents provide the highest percentage of respondents dependent on the radio for news about the Latino community. Two language factors (use of Spanish in conversation and for reading) were also found to be significantly associated with the three Spanish-language radio variables (x^2 significant at .04 or better), although the language factors were not found to be significantly associated with the total Radio Use Index.

One additional x^2 test was performed between the two related measures of television and radio dependence for news about the Latino community. Significant at the .001 level, the resulting crossbreak indicates that more than one-half (61%) of those respondents reporting high dependence on television for news about Latinos also report a high dependence on Spanish-language radio to perform the same function. This final set of analyses for the radio and television use measures once again emphasizes the persistent influence of Spanish-language mass media and the role they play in the informational lives of Latino people.

The general profile of the total sample presents a picture of Spanish-language predominance in relation to radio and television use and dependence measures. Our sample can be characterized as predominantly Spanish-language oriented, with a small but significant percentage of individuals reporting use of both languages for mass media activity. There does not currently appear to be any lessening of use of Spanish-language mass media for general and specific purposes by the respondents in our sample.

This presentation of radio and television factors has established the basic mass media profiles for both the total sample and for the three ethnic groups in our sample. The concluding sections of this chapter will make frequent reference to the tables and interpretation of the data presented in this section. Although some additional analyses of mass media behavior will accompany the remaining communication behavior profiles in this chapter, the primary measure of radio and television use to be emphasized in the remainder of this chapter will draw upon the Mass Media Use Index presented earlier in Chapter IV. It is the Mass Media Use Index, which considers the basic radio and television use scores, that will concern us primarily in the hypotheses testing phase of this investigation. Understanding that we will return to these media profiles throughout the remainder of the presentation of the analyses and findings, the focus is now on the extent and nature of reading activity of the sample.

Reading Activity

Introduction

A set of very basic reading profiles was established in an earlier preview section on language and reading ability. The data available from Tables 5.23 and 5.24 presented an interesting picture of Spanish and English-language reading skills. The review of Table 5.23 indicated that Spanish-language literacy at some level is reported by 91% of the total sample, with Cubans reporting the highest and Mexicans the lowest ethnic group percentages of those who report reading Spanish well. As might be suspected of a sample largely born outside the United States, approximately 42% of the total sample reported no proficiency in English-language reading. The percentage of foreign-born report an even higher percentage of English-language illiteracy (68% of Cubans and Mexicans). It is of interest in this review of language ability that the three groups report of 21% per ethnic group able to read English well, with the majority of each group reporting a poor knowledge of English reading or no reading at all.

The last major conclusion to be drawn from the earlier presentation of reading profiles is that while English is the preferred reading language of one-third of the sample reporting some reading ability for both languages, Spanish is the preferred reading language for approximately one-half (51%) of this same subsample. In addition, it has been documented previously that the Cuban group reports the highest percentage of ethnic group respondents who both use and enjoy Spanish for reading purposes, followed by the Mexicans. With these general reading characteristics in mind, the analysis of specific types of reading ability begins with a focus on newspaper reading activity.

Newspaper Reading

As reported by many of the studies cited in Chapter III, newspaper reading is generally reported as characteristic of the majority of Spanish Speaking people. Our data confirm the general newspaper reading orientation of the total sample and are presented in Table 5.39:

TABLE 5.39

Percentage of Respondents Reading One or More Newspapers by Ethnic Group

Ethnic Group	Percentage Reading One or More
Mexican	66
Cuban	62
Puerto Rican	66
All Latinos	65

What is surprising in our sample is that 35% of the respondents indicate no regular newspaper reading over the past year. Only two of the cluster of demographic and socioeconomic variables were found to be significantly associated with newspaper reading: sex and education. Both variables have a x^2 significance level of .005 and demonstrate that increased educational status is associated with newspaper reading and also that, with the exception of the Puerto Rican group, males read newspapers more regularly than females. Newspaper reading is not significantly associated with age, the residential variables, or any of the language factors. Newspaper reading is also significantly associated with another indicator of general education: the past or current participation in ESL or AE classes (x^2 significant at .03). More than three-quarters (82%) of ESL and AE participants report newspaper reading compared to 65% of the total sample.

The newspapers reportedly read by the respondents represent a wide spectrum of metropolitan dailies and weeklies (from both Chicago and other major cities such as New York, Miami, Los Angeles, and Mexico City) as well as a variety of neighborhood newspapers in English, Spanish, or both languages. The respondents were asked to identify what sections they regularly read in the newspaper in addition to the names of newspapers read on a regular basis over the last year. Table 5.40 presents a breakdown of the sections read in the newspapers reported by newspaper readers.

TABLE 5.40

Percentage Reading Newspaper Sections[a]

Front page	57
Advertisements	47
Editorial page	39
Employment and classified ads	38
Comics	38
Horoscope and advice	38
Sports	37
Fashion	34
Food	33
Business	28

[a] Base represents 241 newspaper readers.

With the exception of the front page (more Cubans) and advertisements (more Puerto Ricans), all ethnic group members reported comparable reading of various newspaper sections. Before proceeding to an analysis of the types and number of newspapers read, a brief review of the reasons given for not reading newspapers will enable us to develop at least a minimal profile of non-readers. Respondents were asked to indicate their reasons for not reading newspapers. The final editing and coding design called for identifying up to a maximum of three reasons for not reading newspapers. Ranking in a single fashion by the total number of mentions, the most frequently cited reason was lack of time (cited most by Cubans), followed by a lack of interest in reading in general and newspapers in particular, and finally by the lack of resources to purchase or subscribe to newspapers.

For those respondents indicating readership of one or more newspapers on a regular basis for the past year, a follow-up question asked them to name the newspaper(s). A total of 39 specific newspapers were named twice or more, with three additional titles named only once. Although the original interview schedule allowed space to code up to six individual newspaper titles, the final frequency runs considered readership of up to a maximum of three individual titles. The general finding is that only 28 individuals (7%) of the total sample had read three or more newspapers on a regular basis during the past year. One-quarter of the total sample (26%) had read at least two newspapers and 60% of the total sample could recall the name of a single newspaper read during the past year. Cubans reported the highest percentage of individuals reading newspapers for all three groups. Puerto Ricans reported the lowest newspaper readership (39%) for any one group, particularly Puerto Rican women (x^2 significant at .001).

Although the majority of newspapers cited by the readers were English and Spanish-language Chicago dailies or weeklies, a significant number of Latinos mentioned Spanish-language newspapers from outside the Chicago area as well. The ranking of newspapers cited by readers is available in Table 5.41:

TABLE 5.41

Ranking of Newspapers Read by Number of Times Cited by Respondents

Rank	Times Cited	Newspaper
1	94	Chicago Sun Times
2	57	Chicago Tribune
3	37	La Raza (Chicago)
4	33	Diario de Las Americas (Miami)
5	16	El Diario de Nueva York (New York)
6	14	El Excelsior (Chicago)
7	13	El Puertorriqueno (Chicago)
8	12	Chicago Daily News
9	12	El Informador (Chicago)
10	6	La Prensa (New York)

The Chicago Sun Times and the Chicago Tribune head the list of most frequently cited newspapers, both major Chicago dailies. The other major English-language Chicago newspaper, the Daily News, was ranked eighth by readers and was surpassed in mentions by five Spanish-language newspapers, two of which originate in Miami and New York City. After an initial set of frequency counts with the data it was determined that the most viable means of utilizing the newspaper responses would be to group the data on the basis of the number of newspapers regularly read and to use that single measure as the best indicator of newspaper reading activity

This method for computing newspaper reading activity scores has been presented earlier in Chapter IV in reference to the Reading Activity Index of which it is a major component. Each respondent was assigned a newspaper reading activity score based on the number of newspapers read. That scoring method is presented again in Table 5.42:

TABLE 5.42

Newspaper Reading Activity Procedure

Variable	Scale	Score
Newspapers read regularly in past year	One newspaper	1
	Two newspapers	2
	Three or more newspapers	3

The remainder of this discussion on Latino newspaper readership will take the single measure of the number of newspapers read as the dependent variable in further analyzing this specific form of reading activity. The data on newspaper reading based on the above-mentioned procedure are made available in Table 5.43 which enables a more detailed analysis of the distribution of newspaper activity scores by sex and ethnic group for the total sample.

TABLE 5.43

Distribution of Newspaper Reading Scores for Total Sample by Ethnic Group and Sex

Ethnic Group	Newspaper Reading Scores				Total
	No Newspapers Reported 0 (n=162)[a]	One Newspaper 1 (n=131)	Two Newspapers 2 (n=78)	Three or More (n=27)	(n=398)
Mexican					
Male (n=87)	7%	7	6	2	22%
Female (n=73)	9%	5	2	2	18
Cuban					
Male (n=51)	3%	7	2	1	13
Female (n=60)	8%	5	2	*	15
Puerto Rican					
Male (n=52)	4%	4	4	1	13
Female (n=75)	9%	6	3	1	19
All Reading Groups	40%	34	19	7	100%

[a] The 40% of non-newspaper readers reported here is 5% higher than the figure based on Table 4.39. The additional 5% represents those individuals reporting readership but unable to recall any titles.

*Less than one-half of one percent.

The most salient feature of the distribution of reading scores is the plurality of women over men for all three groups who report no newspaper reading. Slightly more than one-third of the total sample (34%) report reading one newspaper, another 19% report reading two newspapers, and the remaining 7% account for the remaining group of high newspaper readers (3 newspapers or more). The factors of Latino subgroup and sex are significantly associated with newspaper reading in Table 5.43 (x^2 significant at .005).

The data in Table 5.43 are more meaningful for our purposes by performing a contingency analysis of newspaper reading activity solely for those newspaper readers. Hence, a different set of statistics result. These statistics, which profile only readers, reveal that 56% report reading one newspaper, 33% report reading two newspapers, and the remaining 11% report reading three or more newspapers. Once again the majority of this subsample of respondents report reading one newspaper, although 44% report multiple newspaper reading. In this parallel set of statistics based on a contingent analysis of Table 5.43, it is of particular interest that the Mexican group presents the highest percentage of men and an equivalent percentage of women (comparable to the Puerto Rican women) who read more than one newspaper. This is of particular note since all three groups, particularly the Cuban group, also report a high incidence of Spanish-language newspaper reading. A more detailed analysis of the newspapers read by the multiple newspaper readers presents us with an interesting profile of bilingual reading characterized by Chicago based English-language dailies and Spanish-language titles from Chicago and other cities. We shall now turn to some other aspects of newspaper reading profiles for the total sample and for the individual groups.

Having developed both a categorical and interval measure of newspaper reading activity, it becomes possible to apply both the resulting x^2 and correlation coefficient values to tests of association and significance between newspaper activity and other independent or control variables. We will begin with a review of the x^2 tests for these factors.

The most significant cluster of variables related to newspaper reading activity includes the related measures of years of formal education and participation in adult education, particularly ESL, classes and programs. Both these factors are associated at the x^2 significance level of .005 with newspaper reading activity. Participation in ESL is actually a better predictor of newspaper reading activity, for while education tends to be associated in a slightly curvilinear fashion with newspaper reading activity (increasing to the middle school years and then decreasing with higher education), participation in

ESL is unambiguous in its positive association with newspaper activity. In fact, those respondents indicating current participation in ESL or AE classes present the group most consistently characterized as scoring high in newspaper reading activity. ESL and AE activity is the best single predictor of multiple newspaper readership as 62% of ESL and AE participants read two or more newspapers (x^2 significant at .02).

Finally, this review of newspaper reading concludes with an examination of the correlation coefficients for some of the demographic, socioeconomic, and media use behaviors profiled in the previous analyses. Formal education is significantly correlated ($r=.318$, $p < .001$), as would be expected given the previous analysis of this factor. In considering the set of residential and urbanization factors, neither years of U.S. residence nor length of stay in Chicago are significantly correlated at the preestablished level of $p \leq .01$ with newspaper reading activity ($r=.103$ and $r=.112$, respectively). But years of barrio residence is significantly correlated ($r=.121$, significant at $p < .01$) with newspaper reading activity. The longer one's length of stay is in the barrio it appears likely that the Latino will be an active newspaper reader. And finally, income is also significantly correlated with newspaper reading activity ($r=.260$, $p < .001$).

In considering the mass media use variables, a very interesting set of relationships is apparent. General TV viewing is not significantly correlated to newspaper reading activity ($r=.103$), but the frequency of Spanish-language TV viewing per week is negatively correlated ($r= -.127$, significant at $p < .01$). This indicates that the increased use of Spanish-language TV tends to reflect a lower newspaper reading activity. In considering the related factor of dependence on the TV for information about the Latino community there is also a slight negative correlation ($r=.051$), but it is not significant. The media use variables that are significantly correlated are frequency of radio use per week ($r=.154$, significant at $p < .002$), the single measure of radio use developed in Chapter IV ($r=.132$, significant at $p < .001$), and the Mass Media Use Index ($r=.143$, $p < .004$). What is apparent is that it cannot be said that the individual measures of mass media use relate in a similar fashion with one another. This is particularly true of radio activity as it is further demonstrated here that radio use is an important medium for the Latino people and that it functions in a fashion often at odds with the behaviors associated with greater degrees of television activity. It has already been discussed that the plethora of Spanish-language radio programs in Chicago offers the Latino population a wide range of program types that appeal to many different kinds of Latino people and groups.

There are four other measures significantly correlated with newspaper reading activity, all of which are of central concern to this investigation. The number of books read in the last year is significantly correlated with newspaper reading activity ($r=.392$), as is use of the public library ($r=.218$), magazine reading activity ($r=.267$) and the total Reading Activity Index are significantly correlated ($r=.697$, $p < .001$) with newspaper reading activity. All of these r's are significantly correlated at $p < .001$. Magazine reading will be profiled in the next section, to be followed by book reading and then the more extensive consideration of public library use.

This discussion of newspaper reading activity and the measures used for the contingency and correlational analyses is applicable to the next section which is concerned with the related activity of magazine reading.

Magazine Reading

To the question asking if any magazines had been read regularly over the last year, 60% of the sample responded affirmatively. The breakdown for magazine reading by ethnic group is presented in Table 5.44.

The Cubans report the highest percentage of the sample groups for magazine reading (76%), while the Puerto Ricans

TABLE 5.44

Percentage of Respondents Reading One or More Magazines by Latino Group

Ethnic Group	Percent Reading Magazines
Mexican	57
Cuban	76
Puerto Rican	48
All Latinos	60

are considerably less intensive magazine readers than either the Mexicans or Cubans. This is the reverse of the earlier profile of ethnic group newspaper reading (see Table 5.39). Ethnic group membership is associated at the x^2 significance level of .001 and distinguishes the three ethnic groups in relation to overall magazine reading. Other variables found to be significantly associated with magazine reading were sex (more male readers) and the two education variables of years in school and participation in ESL or AE (x^2 significant at, for sex, .005 and .001 for the education variables). It must also be kept in mind that the Cubans report the highest percentage of individuals who have in the past or are currently involved in ESL, AE, and GED programs. Controlling for both ethnic group category and any of the adult education activities continues to indicate a significant association between adult education activities and magazine reading (x^2 significant at .03).

The extent and variety of magazine reading tends to parallel the newspaper reading activity presented in this last section. What does distinguish magazine reading from newspaper reading is the larger number of titles mentioned (87 titles) and the preponderance of Spanish language magazines from both outside and within the U.S.

The final spread of magazines included 47 Spanish-language and 43 English language titles. Slightly more Spanish-language titles are published outside the U.S. than in the U.S. The ranking of the magazine titles read by the total sample is available in Table 5.45.

In considering the top five cited magazine titles read by the respondents, all are Spanish-language titles, one represents a special form of Latino illustrated (fotonovellas) adult literature, and all are published outside of the U.S. This distinct Spanish-language, and what might be termed cosmopolitan, orientation to magazines from their own and other Spanish Speaking countries of the sample documents more thoroughly than any of the previous studies reviewed in Chapter II the influence of language in relation to this important aspect of reading activity.

A clarification of the earlier allusion to a cosmopolitan orientation to magazine reading will provide another means by which we can consider this little explored area of Latino communication behavior. A classification of the Spanish-language magazine titles was developed by

TABLE 5.45

Ranking of Magazines Read by Number of Times Cited by Respondents

Rank	Times Cited	Magazines	Type
1	52	Vanidades	Spanish: Woman's
2	49	Selecciones	Spanish: Selections from Reader's Digest
3	43	Replica	Spanish: News and commentary
4	22	Alarma	Spanish: popular and crime
5	19	Fotonovellas	Spanish: Illustrated pulp stories
6	16	Time Magazine	English: News
7	9	Cosmopolitan	Spanish: Cosmopolitan
8	8	Buen Hogar	Spanish: Good Housekeeping
9	7	Newsweek	English: News
10	5	Seventeen	Spanish: Seventeen

which it was possible to distinguish between general Latino magazines and those titles directed at specific Latino ethnic or nationality groups. Although the total number of magazine titles that can be said to represent either the Mexican, Cuban, or Puerto Rican concerns and views is small (n=16), it is evident that each of the Latino groups provides the majority of readership for magazine titles with their own ethnic group orientation. This is particularly true of the Puerto Rican (n=4) and Mexican (n=9) magazine titles that can claim an almost exclusive readership for their own ethnic group. In considering whether any of the ethnic groups differ in their reading of the general Spanish-language titles (i.e., Replica, Selecciones), there is no significant variation, although the women of all three groups obviously read the Spanish editions of Vanidades, Cosmopolitan, Buen Hogar, and Seventeen more than the men.

The same method illustrated in Table 5.42 to determine newspaper reading activity is applied to the number of magazines read. This single measure of magazine reading activity is also one of the three factors that together comprise the Reading Activity Index (see Table 4.5, p. 177). A more detailed profile of magazine reading for the total sample by ethnic group and sex is available in Table 4.46.

An important conclusion to be drawn from Table 5.46 is the plurality of women over men for each of three groups who report reading three or more magazines. This may be a result of the preponderance of woman's magazine titles that make up the majority of both the English and Spanish-language titles mentioned by the total sample. This is highlighted by noting that four of the top ten magazines cited are intended specifically for women. Of additional note is the relatively higher percentage of respondents for the total sample claiming multiple magazine readership (30%) in comparison to those claiming similar levels of newspaper readership (26% for news-

TABLE 5.46

Distribution of Magazine Reading Scores for Total Sample by Ethnic Group and Sex

Ethnic Group	Magazine Reading Scores				
	No Magazines Reported 0 (n=182)[a]	One Magazine 1 (n=100)	Two Magazines 2 (n=66)	Three or More (n=50)	Total (n=398)
Mexican					
Male	9%	8	4	1	22%
Female	10%	2	2	4	18
Cuban					
Male	4%	3	4	2	13
Female	3%	6	3	3	15
Puerto Rican					
Male	8%	3	1	1	13
Female	12%	2	3	2	19
All Magazine Scores	46%	24	17	13	100%

[a] The 46% of non-magazine readers reported here is 6% higher than the figure reported in Table 4.44. The additional 6% represents individuals reporting readership but unable to recall any titles.

papers). Excepting the Cuban women, the women in the Mexican and Puerto Rican groups also exhibit higher percentages of non-readers than reported for the men. The x^2 test of association is significant at the .005 level, indicating that sex and magazine reading are significantly associated. The Puerto Rican group also demonstrates the highest percentage of non-readers for both men and women and ethnic group membership is also significantly associated with magazine reading activity (x^2 significant at .03).

In reviewing a contingency analysis of magazine reading activity only for those reading one or more magazines, a more distinct profile of the readers is available. In considering only magazine readers, 46% report reading one magazine, 31% report reading two magazines, and the remaining 23% report reading three or more magazines. The final figure of multiple magazine reading (23%) is twice that of those reporting three or more newspapers (11%).

Formal years of education, ESL, AE, book reading, paperback reading, and Spanish-language reading preference are also significantly associated (x^2 significant at .02 for all factors) with magazine reading activity as measured by the Magazine Use Index.

As was performed in the case of newspaper reading, the correlation coefficients for those demographic, socioeconomic, and media use variables found to be correlated with similar types of activity were calculated. In contrast to newspaper reading activity, none of the residential factors are significant correlated with magazine reading activity. None of the TV use measures are significantly correlated with magazine use, but the single measure of radio use is significantly correlated ($r=.170$, significant at $p < .001$). This is interesting in that it supports the Cuban radio profile which is characterized by more general and Spanish-language radio use and dependency as well as by a higher percentage of multiple magazine reading activity than the other two groups.

Income is not significantly correlated (r=.070) with magazine reading, although it is significantly correlated with newspaper reading. Education is also significantly correlated (r=.308, $p < .001$) and the other print related measures of book reading (r=.390), public library use (r=.279), and newspaper reading activity (r=.267) are all significantly correlated at $p < .001$. And finally, magazine reading has a r=.735 ($p < .001$) with the total Reading Activity Index, which is a greater correlation than that reported between newspaper reading and the Reading Activity Index (r=.697). Of interest to us is the finding that public library use is more strongly correlated with magazine readers than with newspaper readers, although both are significantly correlated. Two of the above-mentioned factors--book reading and use of the public library--will be reviewed in the next two sections of this chapter.

There are some readily apparent differences between those factors characterizing the extent of newspaper and magazine reading activity. Both types of reading activity are performed by smaller percentages of the total sample (65% read newspapers, 60% read magazines) than reported in the previous research, and both types of reading are strongly related to both ethnic group membership, formal education, adult education activities, public library use, the related print measures, and sex. A review of what newspapers are read by ethnic groups reveals that there is a significant amount of Spanish-language newspaper and magazine reading activity. Regarding the types of newspaper reading reported by the sample, there is strong evidence to support that the three Latino groups actively seek out Spanish-language newspapers representing their own ethnic orientation from cities as far away as New York, Miami, San Juan (Puerto Rico), and Mexico City. This also appears true of the magazine reading activity to a greater extent, as the rank of magazines read indicates a clear preference for Spanish-language titles, many from outside the continental U.S. The Cubans, in particular, continue to maintain a strong allegiance to Spanish-language newspapers and magazines, followed by the Mexicans and then the Puerto Ricans.

The data presented in the tables also indicate a higher percentage of respondents reporting three or more magazines read regularly than is reported for newspaper reading. It has also been demonstrated that most of the mass media factors are not significantly correlated with newspaper or magazine reading, but that Public Library use is significantly correlated.

Also, it has been demonstrated that the residential length factors are more correlated with the extent of newspaper reading than with magazine reading activity. And finally, that the upwardly mobile respondents with higher incomes and educational levels can be characterized as being more cosmopolitan, yet still Spanish-language oriented in their magazine reading than for newspaper reading. With this summary of magazine and newspaper reading, our attention is brought to book reading.

Book Reading

The initial review of reading skills presented earlier in this chapter has already given us a set of general reading profiles that differentiate between the three Latino groups. In addition, some evidence was presented to indicate that the factors of residential length, education as measured by years in school, and education as participation in ESL and other adult education activities are positively associated with the general reading activity of the total sample. The focus in this section will be to relate facets of book paperback, fotonovella, and comic reading to the general characteristics of the sample as well as to some of the related personal and communication variables already shown to have some relationship to reading activity.

Spanish-language literacy at any level was documented earlier to be common to 91% of the total, compared to the 58% of the total sample indicating English-language literacy. As profiled earlier, Cubans claim a higher degree of Spanish-language literacy than do the other two groups, while Puerto Ricans claim more English-language literacy skills. This baseline of literacy data, in combination with the related factors of reading enjoyment in both languages, presents a broad picture of the sample. The picture is one in which roughly one-half of the total sample (58%) can be classified as literate to some degree in both languages, with one-half of those claiming some degree of biliteracy also reporting most of their general reading in Spanish with corresponding higher rates of satisfaction with Spanish-language reading than for English-language reading. Whether this general reading profile is true of other types of book reading will be a central concern of this section.

Following the interview questions on media, respondents were asked a number of questions regarding the extent and types of reading done for the past year. The general characteristics of their reading activity by ethnic group are available in Table 5.47.

The data presented in Table 5.47 enable us to develop book reading profiles of the respondents by ethnic group. As the discussion centers on any individual or combination of the panels of Table 5.47, the analysis of the data will

TABLE 5.47

Book Reading Activity Over Past Year by Ethnic Group

Book Reading Characteristics	Ethnic Group			All Latinos	# of Cases
	Mexican	Cuban	Puerto Rican		
A. Number of books read[a]					
None	44%	46%	54%	48%	192
1-3	18	21	16	18	72
4-9	14	12	10	12	48
10 or more	24	21	20	22	88
Total	100%	100%	100%	100%	400
B. Language of book reading[b]					
Spanish	40%	44%	47%	43%	89
English	24	25	22	24	49
Both	36	31	31	33	68
Total	100%	100%	100%	100%	206
C. Extent of paperback reading[b]					
Never	66%	63%	45%	59%	126
Once in a while	19	20	28	22	46
Often	15	17	27	19	40
Total	100%	100%	100%	100%	212
D. Percent reading fotonovellas[a]	47%	33%	38%	40%	149
E. Percent reading comic materials[a]	33%	25%	28%	29%	108

[a] Based on total sample responding to the question.

[b] Based on subsample reporting some book reading.

include controls for many of those personal characteristics and relate book reading activity to the mass media profiles developed earlier in this investigation.

Mexicans report the highest incidence of book reading (56%), followed by Cubans (54%) and then the Puerto Ricans (46%) (x^2 n.s. for ethnic group). This is an interesting finding, given the previously documented tendency by the Cubans to demonstrate greater self-reported measures of reading ability. At this point it is also important to note that in comparison to the other two groups, the Mexicans demonstrate more reported reading activity by both men and women in the top reading categories (x^2 n.s.). Panel B of Table 5.47 also indicates a slight tendency by the Mexicans to report more book reading in both languages, although their earlier self-estimate of English-language reading ability (see Table 5.23) is significantly lower than that of the Puerto Ricans. We will return after a general review of book reading to consider the higher incidence of Mexican comic and fotonovella reading than for the two other groups in this section.

A little less than half the total sample (48%) indicated no book reading during the past year. By decreasing the sample size to account for those illiterate individuals unable to read (11% of the total), the number of literate respondents reporting no book reading over the past year decreases to 45% of the total. Either statistic demonstrates that book reading over the past year is characteristic of only slightly more than half of the sample. This statistic is lower than the figures of book readers reported by Lyman (69%), the NERI study (61%), or other research on the ethnic minorities and Spanish Speaking people.[21]

A considerable amount of the previous research in library use and reading studies have examined a number of variables in relation to book use. We have also consistently considered such clusters of factors. The matrix presented in Table 5.48 summarizes the x^2 levels of significance between the book and related reading factors included in Table 5.47 to the clusters of personal and communication variables considered in much of our analysis.

The general impact of the education variables, particularly ESL and years of school, for all of the reading variables should not be unexpected given the previous analysis of the importance of formal and adult education in communication behavior. A contingency analysis of book reading by participation in ESL and AE reveals that 76% of such participators report reading one or more books during the past year. This statistic compares favorably with the previously cited 69% of book readers reported by Lyman and is significantly higher than the 61% reported by the NERI study. ESL and AE activity appears once again to be a

TABLE 5.48

X^2 Significance Matrix for Reading Variables and Control Variables[a] For Sample

Control	Reading Variable				
	# Books Read	Book Language	Paperback Reading	Foto-novella Reading	Comic Book Reading
A. Personal					
Age	n.s.	n.s.	.03	n.s.	.04
Sex	n.s.	n.s.	n.s.	.05	n.s.
Ethnic group	n.s.	.05	n.s.	.05	n.s.
Employment status	n.s.	n.s.	n.s.	n.s.	n.s.
Income	n.s.	n.s.	n.s.	n.s.	n.s.
Years in school	.003	.04	.05	.05	.05
ESL	.002	n.s.	.03	.04	n.s.
AE	.03	n.s.	.04	.05	n.s.
Years in Chicago	n.s.	.05	n.s.	.04	.05
B. Language					
Read Spanish	.02	.002	n.s.	.008	n.s.
Read English	.04	.002	n.s.	n.s.	n.s.
Language spoken	.03	.008	n.s.	.03	n.s.
C. Interpersonal					
Freq. talk w/relatives	n.s.	n.s.	n.s.	n.s.	n.s.
Freq. talk w/friends	n.s.	n.s.	n.s.	n.s.	n.s.

TABLE 5.48 - Continued

Control	Reading Variable				
	# Books Read	Book Language	Paperback Reading	Foto-novella Reading	Comic Book Reading
D. Media					
TV use[b]	n.s.	n.s.	.05	.05	n.s.
Radio use[b]	n.s.	n.s.	n.s.	n.s.	n.s.
Spanish TV use	n.s.	n.s.	n.s.	.05	n.s.
TV dependence	n.s.	n.s.	n.s.	.04	n.s.
Radio dependence	n.s.	n.s.	n.s.	.04	n.s.
E. Print					
Newspaper use[b]	.008	.009	.04	.05	n.s.
Magazine use[b]	.002	.002	.05	.001	n.s.
Reading Activity Index	.001	.001	.001	.001	.04

[a] x^2 significant at .05 or better. n.s. indicates x^2 not significant.

[b] These variables represent single measures and are explained in Chapter IV.

major discriminating variable in this as well as other forms of communication activity.

Age appears to be related only to fotonovella and comic book reading, with most of the readers at the younger end of the age spectrum, although the Mexican group's fotonovella reading is relatively constant with age. Sex, employment status, and income are not significantly associated with the book reading factors, and this is quite unexpected as sex and income have already been shown to have significant relationships with the related factors of newspaper and magazine reading. The controls for ethnic group and length of residence are significant for two reading factors directly related to language: language of books read and fotonovella reading (by definition, Spanish-language). This brief review of the personal characteristics once again demonstrates the viability of controlling for ESL and other adult education activities in addition to the traditional measure of years in school.

As has been shown, two of the language factors are related to number of books read: language of books read and fotonovella reading (Spanish-language only). It is interesting to note that although fotonovella reading is associated with the language factors, the language factors are not significantly associated with paperback reading. This supports the empirical construct in this area that fotonovella reading is not simply a reflection of paperback reading. Although the evidence is still sparse, it appears that fotonovella reading is a type of reading activity that differs significantly from paperback reading, despite the similarities shared in physical format by the two categories of reading material.

An analysis of the data corresponding to the x^2 matrices for the interpersonal communication variables and the reading factors shown in Panel C (Table 5.48) indicate that a high degree of communication with family or friends does not significantly affect the reading activity factors. This consideration is important as it demonstrates that interpersonal communication does not apparently decide general reading activity.

And finally, the mass media variables do not appear to be generally associated with the reading factors, with the exception of fotonovella reading. High levels of general TV use, including Spanish-language TV use, and dependence on the mass media for news about the Latino community are significantly associated with fotonovella reading. When controlling for reading ability in both languages (English and Spanish language reading ability), however, the mass media dependence measures are washed out and not significantly associated with any of the five reading variables. Many of these factors will be considered again in reporting correlation coefficients for these activities.

Considering that the newspaper and magazine use measures are related forms of reading activity, it is not unexpected that both of these reading activities are significantly associated with five of the six reading variables, excepting comic book reading, as well as with the total Reading Activity Index.

With the very broad background considerations provided by the data in Table 5.48, we will focus first on reasons given for not reading, and then on some of the specific issues and concerns raised by our analysis of the data for each of the five reading variables.

Reasons For Not Reading

It has previously been shown that book reading activity for the previous year's period is common to only about half the total sample and that ethnic group membership is not a significant factor, with the exception of significant Mexican group fotonovella reading, to the reading variables. A concern with the reasons associated with lack of book reading is necessary at this point to understand why such a high percentage of the respondents report such a low degree of book reading in comparison with other figures for the national population or for other ethnic or racial minorities. Some information in this area of why general and specific book reading is true for only half the sample is presented in Table 5.49 which summarizes data on a question asked only of those respondents reporting no enjoyment of reading (Appendix A, Q. 87).

The major finding of Table 5.49 is the considerable percentage of individuals indicating a general lack of time for reading (44%). This same reason is also the top ranking reason given for lack of newspaper or magazine reading

TABLE 5.49

Percentage Agreeing to Reasons for Not Reading by Ethnic Group[a]

Reasons	Ethnic Group			All Latinos
	Mexican	Cuban	Puerto Rican	
	(n=57)	(n=22)	(n=29)	(n=108)
No time to spend reading	44	59	34	44
Physical disabilities	32	28	28	30
Nothing interesting to read	14	9	24	16
Reading is a waste of time	16	5	17	14
Hard to get things to read	7	9	9	9

[a] Based on sample size of 108 (27% of toatl) indicating no enjoyment of reading.

as well (followed in all three cases by physical disabilities, such as poor eyesight, as the major reason for not reading).

Other Reading Considerations

Our consideration of book reading activity begins with the statistic that the mean number of books read for the total sample is 1.1, with Mexicans highest at 1.2, followed by Cubans at 1.0, and finally the Puerto Ricans with .9. In considering the group of readers who report having read ten or more books over the past year (22% have read 10 or more and 8% of the total have read 25 or more books) it is found that no single ethnic group outscores by a significant margin the others in the top category of book reading. With the exception of the Cubans, the younger book readers consistently read the highest number of books. It is also true for all three groups that for both participation in ESL and the more years of formal education reported there is a greater percentage of people reporting moderate or heavy book readership than for those with lower number of years of formal education or no record of participation in ESL. With the exception of the Cuban group, those individuals in the other two groups identifying themselves as primarily bilingual book readers constitute the largest bloc of high book readers for any of the language-reading categories (x^2 significant at .01). This is definitely shown when considering the composition of those reporting primarily bilingual book reading, as four-fifths of them are Mexicans and Puerto Ricans.

One additional set of measures that provides a stronger level of testing for the reading variables are the correlation coefficients between number of books read and the most salient group of interval measures available from our data: length of residence, age, education, income, and the indices of Magazine Reading, Newspaper Reading, Radio Use, Television Use, and Public Library Use.

While length of barrio residence is found to be only somewhat correlated with the number of books read (r=.107, not significant), all other tested measures provided lower correlations and were not statistically significant. Education is highly significant with a correlation coefficient of .431 (significant at $p < .001$). Personal income is not statistically significant, as the correlation coefficient is only .092, and the generally significant correlation of income with book reading in other studies is not borne out in this investigation.

The single measures of TV use (r=.107) and radio use (r=.156), as well as the combined measure of mass media use (r=.173), are all moderately correlated ($p < .001$). All four of the related reading measures of Magazine Reading activity (.390), Newspaper Reading activity (.392), and the combined Reading Activity Index (.821) demonstrate much higher and statistically significant correlations at the $p < .001$ level. The correlations presented here support the generally strong interaction of one type of reading activity with another, while only moderately supporting the model of communication behavior in which there is a relative degree of homogeneity of use of both the print and mass media resources for the most communicative and active portion of the sample.

Another relevant perspective on book reading is available by the analysis of data on two other aspects of reading behavior: the sources of books and other reading materials and the incidence of book ownership (including paperbacks). The book source data are detailed in Table 5.50:

TABLE 5.50

Percentage Reporting Book Sources by Ethnic Group[a]

Book Source	Ethnic Group			All Latinos
	Mexican (n=151)	Cuban (n=100)	Puerto Rican (n=365)	(n=365)
Supermarket	60	53	55	56
Newsstand	52	53	45	50
Bookstore	47	39	50	46
Friends	41	36	47	41
Family	35	32	38	35
Drugstore	20	17	33	23
Public library	22	26	20	22
On the job	25	13	13	18
Bookclub	8	8	8	8

[a] Base includes only those literate in either or both languages.

Of the nine sources detailed in the above table, only two are significantly (x^2 significant at .04) associated with ethnic group membership. The relatively higher percentage of Mexicans indicating the job as a source of reading materials and the proportion of Puerto Ricans obtaining reading materials at the drugstores are the only ethnic group relationships that apparently bear some explanatory concern in future studies of this nature. Public libraries are rated 7 on a ranking from 1 to 9 as a source of reading materials. This preliminary indication of low public library use for reading materials will be considered in more extensive detail in the next section. For this reporting of findings it is important to consider that the top three sources for reading materials represent purchase of reading materials, and that family and friends are more frequently cited as free sources of reading materials than is the public library. This data does not agree with Lyman's, which identifies friends and libraries as the first and second most used sources.[22]

The variable of book ownership generally reveals that more than one-quarter of the total sample (28%) report no book ownership and that collections of over 100 books are reported overall for only 14% of the total sample. Cubans have the highest percentage of ethnic group respondents (22%) indicating collections of over 100 books, but this finding is not significant in relation to the total distribution of book ownership (x^2 n.s.). As is generally the case with studies that consider the effects of education and income on book ownership, all three ethnic groups are able to demonstrate x^2 levels of significance at .05 or better for both variables. The size of book collections for our sample is also significantly correlated with these two factors, and their correlation coefficients for education (r=.421) and income (r=.212) are both significant at $p < .001$. Other factors found significantly correlated with book ownership are participation in ESL and AE (x^2 significant at .03), Public Library Use (r=.386, $p < .001$), the number of books read (r = .457, $p < .001$), Magazine Reading (r = .290, $p < .001$), Newspaper Reading (r=.232, $p < .001$), and the Reading Activity Index (r=.455, $p < .001$). Finally, it is not surprising to find that of the cluster of media use factors, only Radio Use (r=.169) and the Mass Media Use Index (r=.155) are statistically significant ($p < .003$).

This attempt to describe some of the variables associated with sources of reading material and book ownership brings to our profiles of the reading activities of the three Latino groups some additional perspectives not otherwise readily apparent. The fact that the top three sources of reading materials are most obviously selling their reading materials to our sample and that the public library rates third to last on the list of sources demands that more attention be brought to these reading considerations as they affect ethnic or minority groups. The focus on reading activity will now be on the reading of the traditionally least valued formats of reading materials: paperbacks, fotonovellas, and comics.

Paperbacks, Fotonovellas, and Comics

The earlier data on paperback reading (see Table 5.47) show that less than half of the readers (those having read one or more books) have read paperback books. Of those who indicated some reading of paperbacks, slightly more than 50% rated paperbacks about the same as hardcover books while only 30% rated them higher. The Puerto Ricans reported the highest group percentage (37%) indicating a preference for paperbacks over hardcovers (x^2 significant at .04). This factor is of importance in considering collection developments in ethnically diverse communities.

It was considered very important to gather data on the extent of fotonovella and comicbook reading in order to determine who reads them and to what degree the reading of fotonovellas and comics is associated with the traditionally more accepted forms of reading activity: newspapers, magazines, and books (hardcover and paperback). Fotonovellas have been previously described as illustrated adult pulp materials, commonly in the form of popular character series, which have been particularly popular in Mexico and Puerto Rico, and to a somewhat less degree in Cuba. These mass produced reading materials, with generally low reading levels, are often printed on poor quality paper with paste bindings that generally disintegrate with a few uses.

As indicated in Panel D of Table 5.47, the Mexican group demonstrates the most use of fotonovellas (47%), followed by the Puerto Ricans (38%) and trailed by the Cubans (33%). The x^2 significance matrix of Table 5.48 indicated that a cluster of variables related to recency of immigration, the measures of education, and use of the Spanish language were also associated (x^2 significant at $\leq .05$) with fotonovella reading.

In brief, the general profile of the fotonovella reader is of a fairly recent immigrant, frequently of Mexican or Puerto Rican birth, with little formal education, but perhaps some significant participation in an ESL or AE class, who speaks primarily Spanish and demonstrates limited English-language literacy. This same profile generally describes respondents who read fotonovellas from moderate to heavy amounts (one-quarter of the Mexican and Puerto Rican fotonovella readers report reading 100 or more per year). Fotonovella readers also are characterized by their reading of Spanish-language newspapers and particularly Spanish-language magazines from outside the continental U.S.

Comic book reading is more characteristic of the Mexican sample (x^2 significant at .03), but to a lesser degree than fotonovella or the other forms of reading. It is also revealed by an analysis of comic book reading by fotonovella reading that the two reading behaviors are associated with one another at a x^2 significance level of .03 or better for the total sample as well as each of the ethnic groups. Comic book reading is an accepted reading activity by almost a third of our sample, a significant percentage of people. And this fact is even more critical when it is found that the highest percentage of reading activity for those with less than a sixth grade education is characterized by fotonovella reading, closely followed by comic book reading and then newspaper and magazine use. This is not to suggest a function ladder of literacy based on the format considerations of each of the types of reading materials presented in this section, but it does suggest that a number of public library collections might better attract the barely literate or neo-literate by insuring the availability of these most widely used reading materials despite the values placed on such materials by professional librarians.

With this final set of analyses on some of the less traditional reading materials and their use by our respondents, the task of communication behavior profiling will be temporarily left behind as the perspective turns to Latino attitudes and evaluations of formal resources and institutions, particularly the public library.

Institutional Resources and the Role of the Public Library

Introduction

A primary purpose in this investigation has been to consider the use of informal and formal resources for problem solving and information seeking. It has also been specifically stated that it was a need for a better understanding of how public libraries can more effectively operate within the context of an urban Latino communication environment that prompted this investigation. Our analysis of this major concern will first consider the evaluations of the performance of formal resources and institutions in relation to their treatment of Latinos and will be followed by an examination of the role of one core informational agency and resource--the public library.

Institutional Performance

A key concern throughout this investigation has been the utilization of formal institutional resources by Latino people. A critical dimension of life in the barrio is the availability of adequate services and facilities to meet the needs of the residents. In one sense, to assess the overall quality of life of persons in Chicago's Latino communities requires attention to the resident's evaluation of institutional performance and community services.

Respondents in this study were asked to evaluate their treatment by a number of institutions and services that affect the lives of Latino people. The question tapping this evaluation of facilities and services (Appendix A, Q. 145) specifically asked the respondents to rate the institutions in the ways they treat Latinos (as good, average, or bad). Table 5.51 indicates how eighteen key institutions are evaluated in their treatment of Latinos by Latinos. The percentages shown in the table represent the ratings of those respondents who offered an opinion for any or all of the institutions.

A review of Table 5.51 indicates several sources of concern. Without discussing each of the eighteen institutions in depth, there appear to be a number of institutions with appreciable levels of dissatisfaction among the sample as a whole. Although the ratings are generally weighted toward the "better than average" end of the scale, nine of the eighteen institutions received a "bad" rating from 10% or more of the respondents (private employers, public employers, welfare department, police department, gas company, Republican Party, landlords, labor unions, and the Immigration Service). A brief analysis of a few of these differences in institutional ratings, with particular attention to the "bad" ratings, among the three Latino groups may help us to gain a more detailed set of profiles regarding Latino perceptions to these

TABLE 5.51

Evaluation of Institutional Performance and Community Services Toward Latinos by Total Sample

Institution or Service	Percentage of Responses*			Total	# of Cases
	Good	Average	Bad		
Churches	85	12	3	100	372
Public Libraries	74	26	-	100	271
Grocery Stores	73	22	5	100	385
Phone Company	72	24	4	100	362
Department Stores	69	27	4	100	366
Hospitals	66	27	7	100	374
Public Schools	64	32	4	100	336
Democratic Party	63	33	4	100	274
Gas Company	61	26	13	100	357
News Media (Radio and TV)	61	33	6	100	315
Welfare Department	56	30	14	100	301
Immigration Service (INS)	54	25	21	100	279
Landlords	50	36	14	100	374
Labor Unions	43	43	14	100	293
Police Department	40	35	25	100	342
Public employers	37	45	18	100	295
Republican Party	31	47	22	100	243
Private employers	29	49	22	100	338

*Those not responding or with no opinion are not listed. Although each respondent was asked to rate each facility or service, the total number of respondents providing ratings differed by individual institution or service.

major institutions and services.

Without exception, the Cubans consistently rated each of the institutions better than either the Mexicans or Puerto Ricans. Taking the case of the single worst rating, the Police Department, the differences in ratings by the Latino groups are striking. Table 5.52 focuses attention on the differences between Cuban group ratings and those of the Mexican and Puerto Rican groups.

TABLE 5.52

Evaluation of Police Department by Ethnic Group

Ethnic Group	Percentage of Responses			Total	# of Cases
	Good	Average	Bad		
Mexican	37	36	27	100%	138
Cuban	48	33	19	100%	95
Puerto Rican	36	35	29	100%	109
All Latinos	40	35	25	100%	342

Although the x^2 is not significant for ethnic group differences, the data in Table 5.52 does include a relatively high percentage of all respondents and represents an evaluation of the Police Department before the most recent Puerto Rican and Police confrontations in the Chicago area. It can be hypothesized that a higher percentage of negative rating would result if the question were asked of Puerto Ricans in Chicago at this time, given the recent confrontations in Chicago.

As in many of the previous analyses, the evaluations of institutional performance and community services were also run against other key variables, including sex, education, years in Chicago and the barrio, and age. Younger respondents (those under 35) tended to be more critical of each of the facilities and services than older residents (those 55 and over), with the exception of grocery stores and hospitals (x^2 significant at .02). Males also are considerably more critical than females (x^2 significant at .04). Other tabulations did indicate, however, that the more recent Latino residents in the city and barrio (less than five years in Chicago and the barrio) were more critical of employers (both private and public), as well as the Welfare Department and Gas Company (x^2 significant at .04) than longer-term residents. Three other significant relationships were the greater dissatisfaction with the public schools, labor unions, and news media by those with at least a high school education, regardless of ethnic group (x^2 significant at .05 for all three institutions/services).

Turning once again to the more negative evaluations of services and facilities, some interesting comparisons can be made. A great deal of controversy has raged in Chicago regarding the tactics and programs of the U.S. Immigration and Naturalization Service (INS). The Mexican population, in particular, has voiced strong concern over the special attention paid to suspected Mexican nationals in the Pilsen and Little Village area by the INS. This negative rating of the INS performance is evident in Table 5.53:

TABLE 5.53

Evaluation of Immigration Service by Ethnic Group

Ethnic Group	Percentage of Responses			Total	# of Cases
	Good	Average	Bad		
Mexican	46	25	29	100%	130
Cuban	71	19	10	100%	92
Puerto Rican	44	35	21	100%	57
All Latinos	54	25	21	100%	279

The variable of ethnic group remains a powerful determiner (x^2 significant at .001) of the rating of the INS and the association is not significantly affected when controlling individually for sex, age, educational, or residential length factors. The Cuban group's generally favorable attitude toward the INS may be a direct result of the special attention which the INS has given to the plight of Cuban refugees and their major resettlement efforts in the U.S. On the other hand, the relatively high negative rating by Puerto Ricans may be based partially on the INS's frequent inability to distinguish

Puerto Ricans from Mexicans in those areas in which the two ethnic groups reside in large numbers side by side. Yet, the generally poor rating of the INS by Puerto Ricans who are able to travel freely to and from the continental U.S. and Puerto Rico indicates that both Puerto Ricans and Mexicans, in particular, resent the INS and tend to perceive the INS as victimizing the Latino community, or at least the Latino people in the barrios.

At the other end of the spectrum, the only institution to receive no negative rating is the Public Library (x^2 n.s. for ethnic group). The Cubans rate the library best (82%), followed by the Puerto Ricans (74%), and trailed by the Mexicans (68%). Approximately 30% of the sample failed to rate the library in any fashion, frequently commenting on their lack of knowledge of either the existence of or general attitude of the public library to the Latino community. Approximately 14% of the respondents asked what the Public Library was, indicating low visibility of the Public Library in the Latino communities. It can be said that in general the "halo effect" continues to function for the library, even among the major group of recent non-English speaking immigrant groups.

In concluding this review on the evaluation of facilities and services by the Latino population, a few final examples will help our profile-building of the Latinos' attitudes toward institutional performances. As would be generally anticipated, the churches rated quite high across all three groups, with 90% of the Cubans rating it as good. Puerto Ricans tended to be the most dissatisfied with both grocery and department stores, while the Cubans again gave these services better ratings. One set of ratings does merit some additional consideration: the evaluations of the Democratic and Republican parties.

While only 5% of the Cubans rated the Republican Party bad, 43% rated it as good. Unlike the Cubans, 25% of the Puerto Ricans and Mexicans rated the Republican Party as bad. These figures generally represent the voting patterns of the three ethnic groups (Appendix A, Q. 135). Curiously enough, despite the relatively strong Republican support by the Cubans, only 2% of the Cubans rated the Democratic Party as bad, compared to the negative rating of the party by about 5% of both the Puerto Rican and Mexican groups. While the Cubans represented the largest percentage of any single group giving the Democratic Party a good rating (71%), the Puerto Ricans had a smaller percentage of those giving the Democratic Party a good rating (65%), trailed by the Mexicans (58%) (x^2 significant at .03 for ethnic group and Party rating). This is an interesting phenomenon, as it presents the generally pro-Republican Cubans as being less dissatisfied with the Democratic Party than either the primarily Democratic Puerto Ricans or Mexicans. One possible interpretation of the general Cuban support of both the Republican and Democratic parties may lie in the explanation that both parties look so much better to them than the Castro regime they fled.

A good many additional questions addressed to the data gathered for this study regarding the extent of political knowledge and participation would enable a more detailed profile of these concerns with institutional and organization performance, but that task is outside the scope of this analysis and is being undertaken by others.[23]

Summarizing this section on institutional ratings, it becomes more apparent than ever that the utilization of formal resources is generally affected by the opinions held by the Latino people regarding the treatment of Latinos by these institutions. Although many of these institutions may continue to regard and treat the Spanish Speaking groups as an invisible or undemanding public, the Latino people have developed some ambivalent to negative attitudes toward some of these institutions.

It speaks well for the public library that three-quarters of the Latino people view the library in a very positive light, and the remaining one-quarter of those responding feel the library to be an average agency in their treatment of Latinos. Yet, it is also distressing to find that the lowest percentage of the total number of respondents reporting for any one institution did so in relation to the public library. It is uncertain how much longer the public library, as a tax-supported institution, can remain invisible to a significant percentage of an information seeking population such as the Latinos and maintain a generally positive image. With this concern in mind, we turn to a detailed analysis of the role of the public library within the context of this investigation.

Use of the Public Library

It has been previously stated that a fundamental objective of this investigation is to determine the extent of public library use and to describe some of those personal, mass media, and reading activity characteristics that distinguish users from nonusers. In this fashion it may be possible to identify groups of potential library users from their modes of communication behavior and to determine what associations and correlations are significant between public library use and some of the communication behaviors profiled earlier in this chapter. The first part of this consideration of public library use will be to identify the extent of public library use and to describe the major characteristics of the users. This objective will also include an analysis of some of the reasons given for no or limited use of the public library. The second part of this review of library use will relate the degree of use of the public library to the other sets of communication profiles developed in the sections on language skills and preferences, mass media use, and reading activity.

Data on library use were gathered through a series of eleven questions (some with skip patterns, see Appendix A, Section I) asking the respondents about their use of the public library. The basic data on library use are presented in Table 5.54.

Use of the public library in the past year is reported by only 17% of our total sample, slightly higher for the Cuban group (21%), and lowest for the Mexican group (14%). This statistic is significantly less than the percentage reported by either the NERI (p. 3-6) or Albuquerque Model Cities Library investigations (p. 22) cited earlier in Chapter III which reported about one-quarter of their total samples as users (including children). In relation to the frequency of use, approximately 50% of the reported users had been to the public library less than five times in the previous year, with Puerto Ricans reporting the lowest frequency rates (x^2 n.s. for ethnic group and frequency of use). Panel C of Table 5.54 sheds additional light on the extent of public library use by demonstrating that 70% of the total users had used the public library within the past six months, particularly the Mexicans (x^2 n.s. for ethnic group and recency of use).

The remaining panels in Table 5.54 provide a general picture of relative satisfaction with the library resources:

TABLE 5.54

Public Library Use by Ethnic Group

Library Use Variable	Ethnic Group: Mexican	Ethnic Group: Cuban	Ethnic Group: Puerto Rican	All Latinos	# of Cases
A. Percentage having used P.L. in last year	14	21	18	17	398
B. Frequency of P.L. use in last year[a]					
1-5 times	47	45	52	48	31
6-10 times	32	32	39	34	22
11 or more	21	23	9	18	11
Total	100	100	100	100%	64
C. Percentage having used P.L. within last 6 months[a]	86 (n=22)	70 (n=23)	54 (n=24)	70	69
D. Percentage reporting book or help as meeting need[a]	86	91	91	90	69
E. Percentage reporting use of librarian in past year[a]	77	70	75	73	69
F. Percentage reporting having recommended P.L. to friend[a]	82	67	70	73	69

[a] Base includes only those reporting public library use in the last year.

Although the percentage of library users represents less than one-fifth of the total sample, the vast majority of users (90%) report satisfaction with the book or help obtained from the public library during their last visit. Also, almost three-quarters of the users (73%) have utilized the help of a librarian at some time during the last year and have recommended the library to their friends as a result of their own experience with the library. Insofar as the public library is a known institution to only 17% of the total sample, it may still be said that the public library receives generally positive ratings from the users, across all three ethnic groups.

Before presenting a more detailed contingency analysis of the characteristics and communication behavior of the public library users, a review of the reasons given for nonuse of the public library will enable us to develop some general profiles of the vast majority of our sample who are nonusers. A set of two questions asked the nonusers if they had ever considered using a public library and to respond to a list of reasons given by some individuals for not using the public library very often. That data are summarized in Table 5.55.

The most salient finding of importance to public libraries in Panel A of Table 5.55 is that one-fifth of the total number of nonusers report that they had considered use of the public library within the last year, al-

TABLE 5.55

Consideration of the Public Library by Nonusers and Reasons for Nonuse by Ethnic Group

Nonuser Variable	Ethnic Group			All Latinos	# of Cases
	Mexican	Cuban	Puerto Rican		
A. Percentage of nonusers having considered use of the P.L. in last year	25	15	19	20	329
B. Reasons for nonuse by percentage of nonusers agreeing					
No time	49	62	45	51	350
Purchase all own reading material	49	45	45	46	350
Library too far	27	26	19	24	343
Concern with losing books	28	14	15	20	349
Do not know how to use it	18	26	17	19	354
Did not know it was free	15	18	11	14	351
Do not enjoy reading	17	11	15	14	349

though they had not visited the public library during that period. This appears to be particularly true of the Mexicans (x^2 n.s.) and less true of the Cubans (who already report the highest group percentage of public library users). Given that a great deal more is known about users than nonusers, it was determined that the data in Panel A should be related with many of the personal, educational, linguistic, mass media, and reading activity factors earlier found to have varying degrees of association with use of the print and mass media for information seeking and problem solving.

The first cluster of personal variables found to be significantly associated with nonuser consideration of the public library were age (x^2 significant at .02), education (x^2 significant at .01), ESL (x^2 significant at .008), AE (x^2 significant at .009), and years in Chicago (x^2 significant at .03). Briefly, those individuals for the total sample most likely to have considered using the public library can be profiled as being younger, with either more formal education or participation in ESL and AE than those with less formal education, and who have been in the Chicago area more than five years. In sum, this profile fits large numbers of the Latinos in all three ethnic groups who have recently migrated to the Chicago area and have either participated in ESL or AE classes. This general finding is supported by much of the data presented by Helen Lyman in her study of adult new readers which documents a high incidence of public library use by those involved in adult education programs. We will also see in the detailed review of the characteristics of the users that they also fit the profile described for nonusers who have considered the public library.

In reviewing the data available in Panel B of Table 5.55, it is apparent that two reasons are cited by almost half of the respondents in each ethnic group for nonuse of the public library: the purchase of all reading materials by the respondent and the lack of time available for reading (previously documented as being the number one reason for no book, newspaper, or magazine reading). The question of whether respondents across all income levels purchase their reading materials was important enough to warrant an additional contingency analysis between it and income.

Income is not significantly associated (x^2 n.s.) with the predominant response by the nonusers regarding their purchasing of reading materials. This seems a rather curious phenomena, as it has been documented in much of the previous research that the ability to buy materials is generally the primary factor in the ownership of reading materials. There is mounting evidence in our study as well as in similar investigations that the purchase of reading materials may well be a distinct Latino cultural trait, given the general unavailability of public libraries in Latin America.

This tendency to report the purchase of most reading materials is more apparent when we consider which are the primary sources of reading materials. Considering the data presented earlier in Table 5.50, it is apparent that supermarkets, newsstands, and bookstores, which are the top three cited sources of reading materials, are all agencies where reading materials are bought and not loaned.

Regarding the availability of Latino materials, the Chicago barrios have an extensive network of small book and reading stands (librerias), many of which are members of marketing chains, in addition to a large number of Latino operated and oriented supermarkets, drugstores, and other commercial businesses (including small food stores and delicatessens) which stock Spanish-language materials for their patrons. Although this investigation did not gather hard data in relation to the extent and nature of materials carried by these establishments, it is probable that a significant proportion of materials (particularly Spanish language) are purchased directly by the respondents from these and similar commercial businesses.

Other important findings based on the data in Panel B are that distance to the library is still perceived to be a factor for almost one-quarter (24%) of the nonusers, and that 14% of the nonuser sample base (n=351) was unaware that the public library was a free resource. This second fact is of considerable importance, for it represents a significant number of individuals who have largely emigrated from countries with little history of public library use and who are still unaware of the general availability of free library services. This is also borne out by analyzing this fact in relation to length of residence where it is apparent that most of those reporting cost as a consideration (i.e., buy all materials) have been in the barrio for five years or less (x^2 significant at .03).

One other factor of importance in Panel B concerns the one-fifth of the nonuser respondents reporting a concern with losing library materials. Mexicans reported the highest Latino group percentage concerned with losing reading materials. This factor was analyzed in relation to income and, although income is significantly associated with this concern for book loss (x^2 significant at .05), another factor appears to be more strongly associated with book loss concerns. That is the reporting of citizenship status, as the vast majority of Mexicans refusing to answer the question on citizenship status or who admitted being "undocumented workers" (24% of the total Mexican sample) also indicated a concern with losing library materials as being a major reason for nonuse.

This concern by the Mexicans, particularly those in the U.S. under ambiguous conditions, for losing library materials is linked to both income and to citizenship status. It was freely admitted by 24 respondents (15% of the Mexican sample) that they had considered using the public library, but had decided not to for fear of having their library registrations and records made available to other agencies, particularly the Immigration and Naturalization Service which we have already seen to be negatively rated by a significant percentage of the Mexican respondents. This set of findings poses an interesting question to public libraries regarding their possible need to allay such concerns of Mexicans, particularly the "undocumented" individuals, and whether public libraries should actively indicate a policy of confidentiality of their institutional records.

This abbreviated attention to some of the reasons given for nonlibrary use has opened a number of questions regarding both the visibility and the viability of the public library to have some impact in the lives of Latinos. Our concern now shifts once again to the characteristics of those library users and to an analysis of their degree of library use in relation to the other communication behaviors presented in this chapter.

Previous communication behavior profiles in this chapter have considered the characteristics of the focal activity in relation to a set of personal, linguistic, educational, and attitudinal factors. Again, our investigation also considered library use in relation to these factors and the data presented in Table 5.56 summarizes the x^2 levels of significance between library use and those factors controlled for in the contingency analyses.

TABLE 5.56

X^2 Significance Data for Public Library Use and Control Factors for Total Sample

X^2 Significance Level	Factor Type			
	Socio-Demographic	Language	Use of Mass Media	Use of Print
.001	Years in school Employment status	Used in conversation Read English		Book ownership Magazine use Reading activities # Books read
.002 to .009	ESL AE			
.01 to .02	Age Marital status		Spanish radio preference	Comic book reading Paperback reading
.03 to .05	Years in barrio	Preferred language for books		Newspaper use
n.s.	Sex Ethnic group Years in U.S. Years in Chicago	Read Spanish	TV use Spanish TV use Dependence on TV Radio use Spanish radio use Dependence on radio	Fotonovella reading

The language factors which indicate English-language orientation are significantly associated with public library use, as those with English-language or bilingual profiles constitute the major body of users and those monolingual Spanish constitute the lowest percentage of users. This supports the evidence gathered by the NERI and the Albuquerque study which documented the heavy English-language orientation of their samples. Those who report high Spanish-language literacy do not significantly use public libraries. A degree of caution is necessary when interpreting this data, as the general assumption is that English-language knowledge is a necessary prerequisite for library activity, but the answer may lie as well in the inability of the public library to provide trained professional and nonprofessional library help,competent in Spanish,to meet the needs of the Latinos and also in the lack of availability of Spanish language-materials which have been shown to be the major language materials used by our sample.

Continuing with our analysis of library user characteristics, both formal education and employment status are positively associated with library use; employed and homekeepers also use the library most; younger individuals and those with more years of residence in the barrio also tend to be library users. Sex, ethnic group, and the two other residential factors are not significantly associated with public library use.

Once again, participation in ESL and AE programs is significantly associated with public library use, as is the variable of formal years of education. It cannot be overemphasized how critical it is for the public library to develop a close and collegial relationship with such programs to encourage the use of the public library by those who already demonstrate a definite public library orientation. The individuals who have either in the past or are currently involved in such adult education activities definitely constitute a core group of potential public library users.

With the exception of a preference for Spanish radio use, none of the media use variables are significantly associated with public library use, although a more detailed analysis of these mass media activities and public library use will be again presented when the various mass media and reading indices presented earlier in Chapter IV and in this chapter are related to one another in the hypothesis testing conclusion of this chapter.

With the exception of fotonovella reading, all of the print factors are significantly associated with public library use. As has been demonstrated in much of the previous research on the general library publics, the number of books read continues to be an excellent indicator of the propensity to use the public library, and for our sample it appears magazine reading is also highly associated. As previously shown, the number of books read is also significantly associated with education, and in our analysis public library use and book reading are analyzed while controlling for education. The result is that the number of books read is still significantly associated (x^2 significant at .03) with library use, although the majority of the high book readers have also completed or gone beyond high school.

It is quite interesting to note that, as described earlier, about one-quarter of the Mexican and Puerto Rican respondents who report fotonovella reading can be characterized as heavy fotonovella readers (100 or more read per year), yet these readers are not characteristically public library users. The fotonovella readers are also heavy consumers of Spanish-language newspapers and magazines and as such constitute another significant group of potential library users.

There remain two additional sets of data to be related to use of the public library. The first concerns the respondents' children's use of the public library and whether the respondents have been to the library with their children, and the second set of data relates library use to the indices for Mass Media Use, Reading Activity, and Formal Voluntary Association Participation Index (see Chapter IV). Although the consideration of the role of formal voluntary associations will be examined in detail in the next section which precedes the hypothesis testing, some initial attention to this factor as it relates to public library use will be presented in the remainder of this section.

One set of questions (Appendix A, Q. 113-114) asked those respondents with children under age 19 living at home (61% of the total sample) to indicate whether their children had used the public library and if they had been to the public library with their children in the past year. This information is detailed in Table 5.57:

TABLE 5.57

Reported Use of the Public Library by Children by Ethnic Group

	Ethnic Group			All Latinos	# of Cases
	Mexican	Cuban	Puerto Rican		
A. Percentage of parents indicating children's library use	48%	75%	59%	59%	242
B. Percentage indicating library visits with children[a]	31%	41%	40%	38%	154

[a] Base represents only those parents indicating their child's use of the public library in the last year.

The first panel has a x^2 significance of .005 and suggests that the Cuban parents of children are either more aware of their children's library use or that Cuban children are more frequent users of libraries. This cannot be determined, but the general conclusion is that more than one-half of the total number of parents are aware of their child's use of the public library and that slightly more than one-third of those visit the public library with their children.

We take this last statement one step further by analyzing the parents' reported use of libraries with children against the use of the library made by the parents themselves. The resulting crossbreak indicates that 80% of those reporting library visits with children have also reported their own personal use of the public library within the last year. Another interpretation of this data is that 20% of those individuals who report having visited the library with their children did not indicate their own visit to or use of the public library in the initial question asking about their public library use over the past year.

The major conclusion to be drawn from this data on parents, children, and libraries is that although the majority of parents with children report their children's use of the public library, only one-third of them are visiting the library with their children, and that a small percentage (20%) of those who visit the library with their children do not consider themselves library users. It is apparent that one major means of making contact with Latino adults is to approach those Latinos visiting libraries with their children to determine whether they have any individual need of library resources and to send home library literature (particularly in Spanish) with the children to promote library use among the parents. This technique has been used by children's departments in general for some time but it is not possible to determine from our data whether the Latino parents in our sample were reached specifically through such library efforts.

The final set of analyses in this consideration of public library use focuses on the indices presented in detail in Chapter IV. These same indices will be more fully detailed in the hypothesis testing section which follows the consideration of the extent of organizational involvement. For our immediate purposes, the value of utilizing this set of indices and relating them to public library use is that they offer a stronger test of relationships between these factors through the use of simple correlation coefficients. The major indices summarize data on Mass Media Use (both radio and television), Reading Activity, Public Library Use, and Participation in Formal Voluntary Associations (FVA's). In this instance the individual measures of Radio Use and Television Use are presented in addition to the combined measure of Mass Media Use. This is also the case for Newspaper Reading, Magazine Reading, and Book Reading activities which are also considered together in a single measure of Reading Activity. Public Library Use is based on the frequency of reported visits to the public library for the previous year. The final FVAP Index represents a single measure for the number of organizations for which the respondent is a member as well as a measure of the frequency of attendance at organizational meetings.

The correlation matrix of these individual items and combined index measures has been ordered by the four modes of activity. The boxed clusters contain correlation coefficients among activities of a given type, while the correlations outside the boxes present the correlation coefficients between acts of different types. As we consider the resulting correlations it must be noted that the single index measures of Mass Media Use and Reading Activity are in turn correlated to their component measures, therefore resulting in very high and significant correlations between the component measures and the single indices. These clusters of correlation coefficients are presented in the matrix in Table 5.58.

The correlations between Public Library Use and the other communication variables range between r=-.006 (TV Use) and r=.410 (Reading Activity). All of the reading

TABLE 5.58

Pearson r Simple Correlation Matrix among Nine Communication Activities for Total Sample

	1	2	3	4	5	6	7	8	9
1. TV Use	-	.179	.746	.085	.103	.107	.132	-.012	-.006
2. Radio Use		-	.788	.132	.170	.156	.203	.088	.096
3. Mass Media Use			-	.143	.180	.173	.220	.052	.062
4. Newspaper Reading				-	.267	.392	.697	.165	.218
5. Magazine Reading					-	.390	.735	.108	.279
6. Book Reading						-	.821	.408	.230
7. Reading Activity							-	.225	.410
8. Participation in FVA's								-	.151
9. Public Library Use									-

variables are significant at $p < .001$. Of interest to us is the stronger correlation between Magazine Reading ($r=.279$) and Public Library Use than between Book Reading or Newspaper Reading and Public Library Use. The high correlation between Reading Activity and Public Library Use ($r=.410$) is not unexpected, as this single measure of Reading Activity is the summative total for the other three reading variables.

Considering the individual reading variables of Magazine Reading, Newspaper Reading, and Book Reading, it is important to note that Book Reading has the highest correlation ($r=.408$, significant at $p < .001$) of the reading variables to FVAP. This positive association between these two variables supports the previously described relationship between book reading and organizational activity (see Chapter III). This will be considered once again during the presentation of data on hypothesis testing.

And finally, while considering the cluster of mass media variables it is evident that the relationship of these variables is not significant in relation to the amount of library use. What is interesting to note is that of the component variables of Media Use, the data indicates that Radio Use is more positively associated with the cluster of Book Reading, Newspaper Reading, and Reading Activity variables (all significant at $p < .001$) than is TV Use (relationships not significant). It has been commented on previously how radio activity patterns are not analagous with television use patterns for the ethnic groups, nor for Public Library Use. It would appear more likely that radio activity for our sample demonstrates a somewhat different pattern than demonstrated in previous studies on television and radio use.

In sum, the data in Table 5.58 indicate that while most of the communication activities are intercorrelated, the correlations among acts within the same activity mode are generally higher than between different types of activities, and, therefore, that respondents in our sample tend to concentrate their activity within the two activity indexes for which there are multiple measures. The correlation matrix also points out that all of the reading activities are highly correlated with use of the public library while the mass media measures are not significantly correlated with library activity. It has also been demonstrated that the mass media measures are only weakly to moderately correlated with the individual reading measures. Our previous discussion of these factors is in harmony with the correlation coefficients presented in Table 4.58.

This concludes our review of public library use and brings this analysis of data to the final activity pattern hypothesized to be related to the preceding communication behaviors: FVA Participation.

Organizational Activity

Introduction

The emphasis on this section will be to relate the extent and variety of participation in formal voluntary associations by the Latinos in our sample. It was explained in the preceding chapters that associational activity is one important link between individuals and the social network of the barrio as well as to the totality of society. The ethnic-based voluntary association is of particular concern to this investigation as many of these associations mediate between personal needs and the resources available within and outside of the community to enable Latino individuals to have access to ideas and information not readily available to the isolated individual. In this analysis, the factors of ethnic composition of FVA's and the language used at FVA meetings will be used to identify Latino-based or oriented groups. In addition, we have made use of the lists of Latino groups developed by many of Chicago's Latino and non-Latino organizations to operationalize the distinction between Latino and non-Latino organizations and other FVA's.

The literature review in Chapter III also demonstrated the validity of considering the hypothesized relationship between associational activity and many of the communication variables of interest to us: use of the mass media, the extent of reading activity, and use of the public library. The models of social participation presented in the literature review generally postulated that organizational membership and forms of communication activity are positively correlated to one another, and that both of these activities are potent indicators of the individual's potential to utilize formal institutional resources. The review of organizational activity in this section thus presents the final set of organizational participation profiles which will be related to other communication behaviors to test the hypotheses.

To begin with, this section will sketch out the facts of organizational participation of our sample, with attention to what type of individuals participate in what ways in what kinds of organizations. This preliminary review will present some descriptive information about participation in organizations and its distribution for each of the three Latino groups. In addition, we will examine some specific aspects of organizational participation, including: some of the reasons for non-participation; the number of organizations to which an individual belongs; the length of membership; the ethnic composition of the associations; the language used at the meetings; and the degree to which the respondents are active in the groups. These characteristics are the raw material of the final analyses of the process of organizational participation and how it relates to other forms of resource utilization and information seeking.

The Extent and Variety of FVA Participation

The findings of previous research on organizational participation that reported data on ethnic minority participation led us to expect generally low levels of participation in groups and organizations from the respondents in the household interviews.[24] To try to elicit as many organizational ties as possible in the interview situation, the respondents were asked to indicate membership in thirteen types of groups or organizations and to identify and briefly characterize those groups or organizations (Appendix A, Section J). For those individuals reporting no organizational memberships, a follow-up question asked them to agree or disagree to a list of reasons frequently given for nonparticipation. Table 5.59 summarizes the extent of membership in groups and organizations of the Latinos in our sample.

The major findings of organizational membership represented in Table 5.59 indicate that membership in groups and organizations is characteristic of approximately one-third of our sample (35%) and that membership in religious groups and labor groups accounts for 43% of the total reported memberships. The percentage of individuals report-

TABLE 5.59

Membership in Thirteen Types of Organizations by Ethnic Group

	Ethnic Group[a]				
	Mexican	Cuban	Puerto Rican	All Latinos	# of Cases[c]
A. Type of organization					
Religious group[b]	8%	17%	12%	12%	47
Labor group/union	14	13	7	11	45
Parents group	4	6	5	5	20
Sports or hobby group	6	3	6	5	20
Community service or neighborhood group	3	8	3	4	18
Social club	4	5	3	4	16
Latino club/organization	3	5	5	4	15
Fraternal organization	0	10	2	4	14
Political club or group[c]	2	4	1	2	8
Professional association	1	4	1	2	7
Cultural group	1	2	0	1	3
Veterans group	1	0	0	1	2
Civil Rights group	1	0	0	1	
	Total number of memberships = 216				
B. Total number of organizational memberships					
None	70%	57%	65%	65%	259
One	26	31	32	29	116
Two	4	9	2	5	19
Three or more	*	4	1	1	6
Total	100%	100%	100%	100%	400

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[a] Each respondent reporting membership for each of up to three memberships was included in the final analyses. Therefore, respondents may be members of one or more types

of organizations and therefore the n's reported in each category are not exclusive membership totals.

[b]This does not include church or religious membership but rather associations emerging around the church or religion.

[c]This does not indicate Republican, Democratic, or other political identification but rather activity in a specific political group or club.

*Less than one-half of one percent.

ing more than one membership accounts for only 6% of the total sample. The fundamental question to be answered here is whether this figure is high or low in comparison to national figures and to figures for ethnic groups. In order to gain a perspective on the extent of organizational membership of our sample in comparison to data available from other studies, Table 5.60 brings together comparable sets of data.

The major study of Participation in America presented by Sidney Verba and Norman Nie (1972) reported that 62% of the national sample could claim at least one organizational affiliation and that 39% of their total sample reported two or more memberships.[25] In comparison to this national sample (based on 1967 survey data), it is evident that our sample reports significantly lower overall participation rates when compared to Verba and Nie's findings. Other survey research of a similar nature reported by Babchuk and Booth (1969)[26] and Chapin and Zehner (1974)[27]

TABLE 5.60

Participation in Formal Voluntary Associations: A Comparison of Latino Sample with National and Regional Surveys

Sample Base and Year Data Collected	Percentage Not Members of any Organization	Percentage with one or more Memberships	Percentage with two or more Memberships
Latino Sample (1977)	65	35	6
Verba and Nie (1967)	38	62	39
Babchuk and Booth (1967)	16	-	-
Chapin and Zehner (1972)	24	76	46

found organizational membership characteristic of 84% and 76% of the population, respectively. Although the overall amount of organizational membership found by any one study will vary somewhat with others depending on whether one includes membership in unions (we do) or religious associations and groups (we do), the conclusion is plain that our sample reports considerably lower organizational membership rates than those for national studies. And finally, the Lyman study of adult new readers found comparable rates of membership with 40% of the new readers holding memberships.[28] Nearly one-third of the memberships reported by Lyman were with labor unions, and one-quarter were members of religious groups. These figures are substantially higher than the totals for our sample (11% and 12%) for these types of groups. The Lyman figures on membership are significantly related to our sample in one major respect: the influence of adult education in the organizational lives of the members in both Lyman's and our own study. Although we will consider some of the demographic factors in relation to organization membership quite soon, it is important to note the adult education influence now. Controlling for ESL and other adult education activities, there is a much greater likelihood of organizational activity, as three-quarters of our ESL and other AE participants are members of at least one organization (x^2 significant at .01).

In considering the mean participation rates of our sample in relation to those of similar studies on ethnic group participation, a different picture emerges. The mean number of memberships for our total sample is .54, with Cuban membership highest at .68, followed by .52 for Puerto Ricans, and .41 for Mexicans. Comparable studies on Latino participation have primarily focused on Mexican or Mexican American samples and report similar rates of participation. Welch and Comer (1975)[29] and Williams and Babchuk (1970)[30] reported mean participation rates of Mexican Americans at .49 and .34, respectively. Therefore, our mean Latino participation rate is, overall, greater than that of the Welch or Williams studies, although, the specific Mexican participation rate for our sample lies between the Welch and Williams figures.

The difference in mean participation rates, when controlling for three ethnic groups in our sample, is significant (x^2 significant at .04), as the Cubans present the highest rate of participation as measured by the number of organizational memberships. Ethnic group membership is also significantly associated with membership (x^2 significant at .001) in fraternal organizations, as the Cuban sample accounts for 11 of the 14 respondents reporting such membership. Ethnic group membership is not significantly associated with membership in any other type of organization, although the Cubans also report a proportionately larger percentage of membership in religious associations and community service or neighborhood groups.

In relation to the demographic characteristics of those who join organizations, a series of analyses considered several of the basic control variables whose effects we have been following throughout this chapter. The rates of organizational membership for some of the demographic variables are presented in Table 5.61.

The results of the demographic controls for organizational membership generally conform to expectations based on the previous research in this area. Of the six demographic controls presented in Table 5.61, with the exception of age, all are significantly associated using the

TABLE 5.61

Some Demographic Differences in Organizational Membership

Demographic Variable	Percentage Reporting Belonging to at least One Organization
Total Sample	35
Sex	
Male	43
Female	28
Education	
0 years	16
1-6 years	29
7-11 years	40
High School graduate	38
Some college	60
Residence in Chicago	
Less than 5 years	17
6-10 years	34
11-20 years	48
21 or more	41
Age	
16-35	30
36-45	38
46-65	45
66 and above	29
Occupational Status	
Professional, technical or managerial	58
Clerical and sales	12
Craftsmen and skilled operatives	54
Service and laborers	26
Homekeepers	25
Income	
Less than $3,000	9
$3,000-$6,999	14
$7,000-$9,999	54
$10,000 or more	62

x^2 test at the .05 level or better. The men in the sample are more likely to be organizational members than women, although if union membership was culled from the organizational membership roster, the percentage of men and women members of the remaining groups would show a much smaller difference (34% and 30%, respectively).

It is also evident that the higher the level of education one has, the more likely one is to be a member of an organization, and here the difference is somewhat more substantial than for sex. Only one out of five of those who report no years of formal education or one out of three who have less than a high school education belong to some organization, while three out of five with some college are organizational members. This data indicates that formal education is significantly associated with FVA Participation, but that participation in ESL and AE activities has also been shown to characterize organizational members to an even greater degree. Our data also indicates that length of residency in Chicago is also positively associated with organizational membership, although there appears to be a slight decline in memberships for residents of more than 20 years (particularly the generally older respondents). With age one finds a curved pattern. Organizational affiliation seems greatest among those in the middle groups (age 36-65) than for the younger and older groups.

Regarding occupational status, the professional and craftsmen categories demonstrate the greater percentages of individuals with organizational memberships. A more detailed analysis of occupational status reveals that the majority of those in the professional category are members in fraternal or community service organizations while the majority of those in the skilled category are union members (x^2 significant for occupational status and FVA type significant at .02). Membership in religious associations and groups is constant for all of the occupational categories, as are the remainder of the other FVA types to a somewhat lesser degree. And finally, income appears to have a linear relationship with organization membership, as the percentage of those reporting memberships increases with income (x^2 significant at .01). These relationships generally support the similar findings by Tirado in his secondary analysis of organizational participation data from the Mexican American Study Project described in Chapter III.[31]

The question of what types of organizational memberships are held by our sample has been touched on earlier in this section. Briefly, religious group and labor group or union membership together account for 43% of the total number of reported memberships. Membership in parents groups (primarily women), sports or hobby groups (primarily men), and community service groups (comparable levels for men and women) make up the next cluster of groups for which significant percentages of membership is reported.

Summarizing what we know up to now, ties to groups and organizations in our sample are not widespread. Roughly three-quarters of the sample reported no memberships, a higher proportion of nonmembers than that found in several previous cross-sectional studies. In relation to other studies of ethnic groups or minorities, our statistics generally agree with what previous research has found in this area. Ties to a church or union were reported by a plurality of the respondents, with all other groups having significantly lower percentages of members. Organizational affiliations in our sample are positively related to both formal and adult education, length of residence, occupational status, and income. Sex is also related, since a higher percentage of men than women are members. Before we explore some of the specific aspects of organizational activity, a review of reasons given for lack of participation will enable us to develop a brief profile of the majority of respondents in our sample who report no current memberships.

This investigation also sought to tap some of the reasons for nonmembership by asking nonmembers to agree or disagree with a list of reasons read by the interviewers for not joining groups or associations, including Latino organizations. The responses to the six reasons included in this follow-up question (Appendix A, Q. 116) for nonmembers are detailed in Table 5.62:

TABLE 5.62

Percentage Reporting Agreement with Reasons for Nonmembership by Ethnic Group

Reasons	Ethnic Group[a]			% of Total
	Mexican	Cuban	Puerto Rican	
A. Organizations serve only their leaders	32	16	32	28
B. No single Latino organization can make positive changes for Latinos	20	18	26	21
C. Organizations have too many rules and regulations	49	46	57	51
D. There are better ways of spending my free time	52	53	49	51
E. You don't need to belong to a Latino group to find out what's happening	54	46	69	57
F. I support Latino organizations but don't belong to any	88	78	83	84

[a] Responses based on those reporting no memberships, n = 259.

Of the five reasons cited in Table 5.62, significant difference between the Latino groups is associated only with reason E (x^2 significant at .02). Cubans disagree significantly more than the other two groups, particularly Puerto Ricans, that it is not necessary to belong to a Latino group to find out what's occurring in the community. In reference to the other reasons, of significance is that the majority of respondents (particularly Mexicans) for each of the three ethnic groups agree that they support Latino groups although they do not belong to any of them. This measure is important in that it clearly indicates the attitude of a substantial number of respondents for whom organizational membership is not seen as a necessary prerequisite for supporting Latino groups. This degree of tacit support of Latino organizations appears to be unaffected by any of the demographic variables controlled for in analyzing organizational membership, as there is no significant interaction between the control variables and the propensity to support Latino organizations.

The question of the relationship between tacit support of Latino organizations and actual organizational membership can be also considered from the responses to the first two items in Table 5.62. Less than one-third of the nonmembers agreed that organizations serve only their leaders and slightly more than one-quarter felt that Latino organizations were unable to make positive changes for Latinos. In general, negative orientation to FVA's, particularly Latino FVA's, is not characteristic of the majority of our sample. These factors tend to support the general thesis that actual organizational membership is but one dimension of individual social participation and that a perhaps as important consideration is the degree to which ethnic minorities, such as the Latino groups in our sample, feel that ethnic organizations have the potential for creating change. It is apparent from the responses summarized in Table 5.62 that the majority of Latinos support Latino organizations and believe that Latino organizations have the capability of creating positive changes for Latinos. It is also apparent from the data in this area that the three ethnic groups in our sample are in general agreement regarding the potential value of Latino organizations. These are important factors in estimating the potential value of or involvement in FVA's for Latino people.

In order to arrive at some measure of the degree of organizational activity for those respondents indicating organizational membership, a series of follow-up questions asked respondents to indicate their length of membership, the proportion of Latino members, the language used most often at meetings, whether they had held office, and their frequency of attendance at meetings (Appendix A, Q. 117-123). This data is summarized in Table 5.63 and is based on the total number of organizational memberships reported by the sample.

In analyzing the responses in Panels A-D of Table 5.63, the most visible group difference is the Cuban propensity to be active in FVA's characterized by Latino

TABLE 5.63

Characteristics of Organizational Membership by Ethnic Group

Characteristics	Ethnic Group			All Latinos	# of Cases
	Mexican	Cuban	Puerto Rican		
A. Years of Membership[a]					
One or less	26%	20%	32%	28%	55
2-3 years	25	29	27	26	51
4-5 years	12	18	13	14	27
6-8 years	16	20	10	14	27
9-10 years	3	2	8	4	9
More than 10	18	11	10	14	27
Total	100%	100%	100%	100%	196
B. Proportion of Latino Membership					
A few	30%	18%	36%	32%	63
Most	24	30	28	25	49
All	46	52	36	43	84
Total	100%	100%	100%	100%	196
C. Language Used Most Often at Meetings					
Spanish	45%	65%	40%	47%	90
English	34	20	35	32	61
Spanish & English	21	15	25	21	21
Total	100%	100%	100%	100%	191
D. Attendance at Meetings					
A few	44%	32%	40%	40%	77
Most	26	34	30	30	57
All	28	34	30	30	59
Total	100%	100%	100%	100%	193
E. Served as Officer of Group					
Yes	14%	22%	9%	15%	196

[a] Years have been rounded off to nearest year. Percentages represent summed responses for all memberships reported by respondents.

composition and use of Spanish at FVA meetings (x^2 for Latino groups and Panels A-E significant at .05 or better).

The mean number of years of organizational membership is 5 and approximately one-third of the reported memberships have averaged 6 years or more. Membership is thus not relegated primarily to very short terms, as only about one-quarter (28%) of the total reported memberships have been of one year or less. This indicates that association with many of these groups has lasted for a substantial period (particularly for the Mexican group).

It is also noteworthy that Panel B indicates that two-thirds of the reported memberships are in groups in which Latinos make up most or all of the group membership. This is clearly the case with the Cubans, and least so with Puerto Ricans. This figure substantiates the Latino orientation of group membership and indicates that these associational patterns continue to maintain a strong Latino identification. This aspect of Latino group orientation is further supported by the finding in Panel C that Spanish is used most often by almost half of the groups (47%) and that less than one-third of the reported group memberships rely upon English as the language used most often at meetings.

In sum, the data available in Panels B and C support the thesis that the majority of Latinos exhibiting organizational membership and activity continue to maintain a strong ethnic orientation. The evidence therefore suggests that the Latinos in our sample have incorporated a strong Latino associational membership profile into their broader ethnic community network. In contrast to the general models of extended immigrant social networks, FVA Participation for our sample does not lead us to conclude that such activity leads to cultural assimilation. It has been documented that the majority of organizational activity is within the sphere of groups in which the predominant Latino group compositions and use of Spanish for group meetings indicates a continued sense of ethnic identification.

In considering the final two panels of Table 5.63, it appears that the majority of the respondents attend most or all of the group meetings and that 15% of the respondents have served as officers within the groups (particularly the Cubans). Once again, the activity patterns exhibit more than a nominal pattern of associational activity, as both attendance at meetings and service within the organizations is a significant matter for our sample.

There are two final considerations of organizational activity to be related in this section. The first concerns the degree to which respondents report membership in groups which can broadly defined as types of Latino organizations, by which we mean that the organizations either represent the Latino community or actively serve Latino constituencies. In a broad sense, the question of what proportion of reported group memberships are Latino oriented or Latino-based begins to focus on the organizational structure of the Latino community. This question will be more fully dealt with in the final section on hypothesis testing. The second question concerns the degree to which respondents have been involved in forming a new group or organization to try to solve some neighborhood problem. This second question begins to focus on the development of organizational structures with appropriate resources to solve problems that are not effectively dealt with by existing resources or institutions. Both of these questions are directly related to one of the primary concerns posed at the beginning of this investigation: to explore and begin to characterize some of the relationships between the use of informal and formal resources for problem solving and information seeking.

Regarding the first concern with the nature of organizational memberships and what proportion of reported memberships represent Latino-based or oriented organizations, our data presents an interesting picture. From the total number of organizations reported by the respondents a census of organizations and groups was developed. This list was in turn compared to a list of 221 Latino groups which to some degree make up the universe of voluntary organizations in the Chicago area that have some chartered responsibility for serving a Spanish Speaking constituency. This census of organizations was developed by John Walton and Luis Salces for analytical purposes in a recent study of The Political Organization of Chicago's Latino Communities (1977).[32]

Comparing the names of the organizations and groups reported by our respondents with the census of Latino organizations developed by Walton and Salces, it was possible to identify 38% of the total number of organizations named by our respondent members as Latino organizations. By recalculating the percentage of organizations named by excluding unions, the percentage of Latino organizations is boosted to 74%. This very high proportion of Latino organizations (excluding unions) parallels quite closely the percentage of respondents indicating high percentages of Latino members or use of Spanish for meetings. The strength of ethnic-based organizational membership in voluntary associations and related types of groups is common to all three Latino groups, although the Cubans report the highest percentage of all three Latino groups currently active in Latino organizations (82%), followed by the Mexicans (76%), and finally by the Puerto Ricans (68%). In sum, membership in Latino-based or Latino-oriented groups is characteristic of approximately three-quarters of the respondents when excluding union membership from the total number of organizational involvements. The Latino group or association is thus at the core of organizational activity and the strength of ethnic group orientation is a major characteristic of overall organizational participation for this study.

The final question to be considered in this section focuses on the degree to which respondents have been involved in forming a new group or organization to try to solve some neighborhood or community problem. A total of 16 individuals, accounting for 4% of the total sample, reported that they had at some time been involved in forming a new group or association. An analysis of the types of problems they were attempting to solve reveals that seven of the organizations were aimed at improving conditions for Latinos directly and three other groups indirectly affected the Latino community as the goals were to improve general community conditions in predominantly Latino barrios. As indicated earlier, the types of problems which these groups were attempting to resolve offers some clues to which types of resources the Latinos felt were lacking or absent within their communities. Four of the new organizations were directed at improving school facilities and providing adequate day care centers for Latino children. Two other organizations were directed at the drug problem in the Latino youth culture, and another was aimed at reducing tensions between Latino and other types of gangs in a specific neighborhood (the Pilsen-Little Village area). Two of the organizations were directed at improving employment opportunities for Latinos and another organization provided legal and other interpreting services for Latinos. Finally, two of the groups focused on the physical clean-up of the community and the remaining two groups were concerned with voter registration and the development of a community hospital. In sum, the problems of the barrio were the basis for all of this group activity and it was through the development of voluntary associations that some of the respondents sought to provide the resources and leadership for effectively dealing with problems apparently not dealt with by the formal institutions and agencies in the barrios.

The data presented in this section were focused on the extent and variety of organizational membership and activity. For the approximately one-third of the sample that reports organizational membership, it was shown that organizational activity is positively related to many of the demographic variables which have been used throughout this study to interpret communication behavior, including use of the public library. It has also been demonstrated that a majority of those respondents not currently involved in organizations tacitly support Latino organizations. We have also shown that, with the exception of unions, the majority of organizational involvement is through Latino-based or Latino-oriented organizations and that activity in these organizations is generally associated with a moderate to heavy degree of participation in groups as demonstrated by attendance at meetings.

The data presented in this and the preceding sections of this chapter have brought us to the next section on hypothesis testing. The hypotheses presented for testing in Chapter IV represent initial attempts to examine some of the relationships that relate Latino use of informational resources and participation in formal voluntary associations to their use of the print and mass media for problem solving and information seeking.

Hypothesis Testing

Introduction

This section is primarily concerned with the testing of the hypotheses presented in Chapter I.
Specifically, the two sets of hypotheses relate aspects of resource utilization to patterns of organizational activity, reading activity, use of the mass media, and use of the public library. Each of these specific communication activities has been profiled for the total sample and for each ethnic group in this chapter.

The data used in testing the hypotheses are derived from two related sets of responses to sections in the interview schedule. The first set of data relates organizational membership and activity in FVA's to reading activity, use of the mass media, and use of the public library. Another body of data derived from the responses to a cluster of three problem-resource situations is used to test the second set of hypotheses. This second set of hypotheses focuses on the relationships that exist between the use of different types of informational resources for problem solving and information seeking.

Each specific hypothesis identified in Chapter IV is presented for testing and the appropriate indices and question sets are identified. The results of the hypothesis testing include discussion on the application of the hypothesis testing to the total sample, the differences between the ethnic groups in relation to the hypotheses, and the significance of the findings as they pertain to the current level of knowledge about Latino communication behavior and resource utilization.

Hypothesis I: Organizational Activity and Communication Behavior

The first major theoretical hypothesis developed for testing relates participation in formal voluntary associations to the extent of reading activity, use of the mass media, and use of the public library. The theoretical hypothesis relating this set of activities states that:

H-I. There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their level of use of informational resources.

The three corollary hypotheses presented below are specifically tested in this investigation:

H-I.A. There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their reading activity.

H-I.B. There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their radio listening and television viewing.

H-I.C. There is a positive and significant association between the amount of Latino participation in formal voluntary associations and their use of the public library.

The data on organizational membership and activity were presented just prior to this section on hypothesis testing. An index for measuring the amount of formal voluntary association participation was presented earlier in Chapter IV and is included again in Table 5.64 for review prior to reporting the results of the hypothesis testing.

The testing of Hypothesis I.A. also requires a measure of reading activity that includes newspaper, magazine, and book reading. The index of reading activity described fully in Chapter III is summarized in Table 5.65.

The individual factors that contribute to both of the total scores for FVA activity and reading activity have been presented in previous sections (see Table 5.57). The distribution of the scores for the total sample by these

TABLE 5.64

Formal Voluntary Association Participation Index

Variable	Scale	Score
FVA memberships currently reported by the respondent	One FVA membership	1
	Two FVA memberships	2
	Three or more memberships	3
Frequency of attendance for each FVA membership	A few meetings	1
	Most meetings	2
	All meetings	3

FINAL COMBINED SCORE AND RATING

Score	Rating
0	Inactive
1-4	Least Active
5-8	Active
9-12	Very Active

TABLE 5.65

The Reading Activity Index

Variable	Scale	Score
Newspapers read regularly in past year	One newspaper	1
	Two newspapers	2
	Three or more newspapers	3
Magazines read regularly in past year	One magazine	1
	Two magazines	2
	Three or more magazines	3
Books read in last year	One to three books	1
	Four to nine books	2
	Ten or more books	3

FINAL COMBINED SCORE AND RATING

Score	Rating
1-3	Least Active
4-6	Active
7-9	Very Active

activities is presented in Table 5.66:

TABLE 5.66

Distribution of Total Sample by FVA Activity and Reading Activity Levels

FVA Activity Level	Reading Activity Level				All Levels	# of Cases
	Inactive	Least Active	Active	Very Active		
Inactive	16%	28	14	6	64	259
Least Active	2	16	8	3	29	116
Active	0	2	2	2	6	19
Very Active	0	0	1	0	1	6
All Reading Levels	18%	46%	25%	11%	100%	400

The percentages in Table 5.66 primarily indicate that organizational activity levels and reading activity levels are associated (x^2 significant at .002), although the number of cases in the top two categories of organizational activity (Active, Very Active) are sufficiently small to warrant some caution in the interpretation of this table. While 64% of the total sample can be categorized as having no organizational activity, only 18% of the total sample can be characterized as inactive readers. Reading activity in this instance is more characteristic of the total sample than is organizational activity.

Ethnic group membership is not significantly related as an intervening variable in comparing organizational activity levels and reading activity levels (x^2 n.s.). Controlling for formal education does not significantly reduce the association between organizational activity and reading activity. When education is dichotomized into those having ESL or AE experience and those who have not, and when this form of adult education is controlled for in relating organizational activity and reading activity, the degree of association is sufficiently reduced to make the x^2 test not significant. Once again, ESL and other adult education activities prove to be important predicters of both types of activity.

The preceding testing of the first hypothesis relating FVA Activity to Reading Activity resulted in a x^2 significant at .002 and substantiates the association between the two variables. In order to determine whether the relationship is positive and statistically significant, the correlation coefficients for the interval measures of these two activities were calculated. The resultant correlation coefficients for the total sample as well as for each of the three subgroups are reported in Table 5.67.

The hypothesis that FVA Activity is positively and significantly associated with Reading Activity is supported by the simple correlation coefficient of .225 that is significant at $p < .001$. The correlation coefficients for the Mexican ($r=.215$) and Cuban ($r=.277$) groups are also statistically significant ($p < .006$ for the Mexican group

TABLE 5.67

Pearson r Simple Correlation Coefficients for FVA and RAI for Total Sample and for Latino Groups

	Reading Activity			
	Total Sample	Mexican	Cuban	Puerto Rican
FVA Activity	.225	.215	.277	.189

and $p < .003$ for the Cuban group). The correlation coefficient of .189 for the Puerto Rican group is not statistically significant as the resulting $p < .034$ is not within the significance range specified in Chapter IV for statistical testing. Any further conclusions on the relationship of ethnic group differences to these correlated activities cannot be made other than to confirm the support of our hypothesis for both the total sample and for two of the three Latino groups that represent the major Latino populations in the U.S.

Before considering additional concerns related solely to reading activity, it must be noted that of the three reading variables that together form the RAI, book reading has the most significant simple correlation coefficient with FVA (r=.230). This correlation is significant at $p < .001$. Considering the correlation coefficients of book reading to FVA for the three groups, it is found that the Mexican group has an r=.170, the Cuban r=.320, and the Puerto Rican r=.230; all three r's are significant at $p < .001$. There is no doubt that FVA and book reading are highly correlated activities. Additional correlational analyses also demonstrate that Newspaper Reading and FVA Activity are also significantly correlated with each other (r=.165, $p < .001$), but that Magazine Reading and FVA are not significantly correlated (r=.108, $p < .03$) for the total sample.

In considering the RAI in Chapter IV it was stated that the RAI scores would also be related to three additional reading variables: reading language, fotonovella reading, and book ownership. Book ownership is the only one of the three reading variables that is significantly associated (x^2 significant at .001) with the reading activity scores, as those with higher scores related to higher percentages of book ownership. This is supported by the correlation coefficient of .455 (significant at $p < .001$) between these variables. Neither language used primarily in reading, nor the reading of fotonovellas are significantly associated with the RAI scores. It is apparent that for our sample the importance of language factors or the reading of fotonovellas are not strong predictors of increased reading activity as currently operationalized by the RAI.

The second corollary hypothesis requires a measure of Mass Media Use that incorporates the individual measures of radio listening and television viewing. The Mass Media Use Index described in detail in Chapter IV is reproduced in Table 5.68 for ease of hypothesis consideration:

TABLE 5.68

The Mass Media Use Index

Variable	Scale	Score
Television viewing, Weekly use	One day or part of a day	1
	Few days a week	2
	Every day	3
Television viewing, Daily viewing	1-60 minutes	1
	61-150 minutes (1-2.5 hrs.)	2
	151 minutes or more	3
Radio listening, Weekly use	One day or part of a day	1
	Few days a week	2
	Every day	3
Radio listening, Daily listening	1-60 minutes	1
	61-150 minutes (1-2.5 hrs.)	2
	151 minutes or more	3

FINAL COMBINED SCORE AND RATING

Score	Rating
0	Inactive
1-4	Least Active
5-8	Active
9-12	Very Active

In applying the Mass Media Use Index to our total sample, it is significant to note that while only 5% of the total sample can be characterized as inactive in relation to Mass Media Use, about one-half of the total sample (51%) can be termed as very active consumers of the mass media. This is in marked contrast to the distribution of the sample in relation to organizational membership, where 65% of the total sample can be termed inactive but less than 2% can be termed as very active in organizational activity. Table 5.69 presents the distribution of combined activity scores for these two behaviors:

TABLE 5.69

Distribution of Total Sample by FVA Activity and Mass Media Use Levels

FVA Activity Level	Mass Media Use Level				All Levels	# of Cases
	Inactive	Least Active	Active	Very Active		
Inactive	3%	6	21	34	64%	259
Least Active	2%	3	11	13	29%	116
Active	0%	1	1	3	5%	19
Very Active	0%	0	1	1	2%	6
All Levels	5%	10%	34%	51%	100%	400

There is no significant association using the x^2 test between organizational activity and use of the mass media. The weak relationship is corroborated by the low correlation coefficient of r=.052 between these two variables. The correlations for the Mexican group (r=.058), Cuban group (r=.078), and Puerto Rican group (r=.001) similarly indicate that the weak correlation for the total sample is also demonstrated by each of the three Latino groups. This combined measure of radio and television use is a quantitative measure of media use and does not tap any of the qualitative dimensions of media dependence previously commented upon. Neither one of these individual measures of radio and television use is associated with the amount of organizational activity singly (using x^2 test), nor do they have even moderate correlations (r=.088 and r=-.012, respectively) with organizational activity. This is also the case for each of the three Latino groups. Hypothesis I .B. is therefore not supported by the data in this investigation.

As indicated in the previous sections, the single measure of Mass Media Use does not tap any of the dimensions of media dependence available to us in this investigation (defined as use of radio and television for information about the Latino community). The result of testing the association of these dependence measures indicates that organizational activity is not significantly associated with either of these dependence measures. In considering the factors of Spanish and English-language radio listening and television viewing, there is only one moderate correlation (r=.105) between Spanish-language radio listening and organizational activity, but its level of significance ($p < .04$) does not substantially revise the overall conclusion of the weak relationship between these factors of Mass Media Use and organizational activity. In sum, none of the other mass media factors are significantly associated with organizational activity. Additional analyses also indicates that neither the ethnic group nor education factors as control variables alter the general low level of relationships found.

The final corollary hypothesis in this first set of hypotheses relates organizational activity and library use. The measure of Public Library Use presented in Chapter IV is based on the number of times the respondent reports having used the public library in the past year. The Public Library Use Index is summarized again in Table 5.70.

This corollary hypothesis predicts that increased organizational activity is accompanied by increased use of the public library. The results of testing these two relationships are available in Table 5.71.

In contrast to the very high percentage of respondents who have not used the public library (83%) in the last year, the percentage of very active library users (4%) and very active organizational members (1%) are both very low. The x^2 test does not show a significant level

TABLE 5.70

The Public Library Use Index

Variable	Scale	Score
Public library use in the past year	One to five times	1
	Six to ten times	2
	More than ten times	3

FINAL SCORE AND RATING

Score	Rating
0	Inactive
1	Least Active
2	Active
3	Very Active

TABLE 5.71

Distribution of Total Sample by FVA Activity and Public Library Use Levels

FVA Activity Level	Public Library Use				All Levels	# of Cases
	Inactive	Least Active	Active	Very Active		
Inactive	56%	4	3	2	65%	259
Least Active	23%	3	2	1	29%	116
Active	3%	*	1	1	5%	19
Very Active	1%	0	*	0	1%	6
All Levels	83%	7%	6%	4%	100%	400

[*] Less than one-half of one percent.

of association between organizational activity and public library use.

It has been demonstrated that the x^2 test does not indicate a significant level of association between FVA Activity and Public Library Use. In order to determine if the relationship is better determined by the interval measures for both measures, the correlation coefficients for these two activities were calculated for both the total sample and the three Latino groups. The results are available in Table 5.72:

TABLE 5.72

Pearson r Simple Correlation Coefficients for FVA Activity and Public Library Use for the Total Sample and for Latino Groups

	Public Library Use			
	Total Sample	Mexican	Cuban	Puerto Rican
FVA Activity	.151	.165	.201	.038

The hypothesis that FVA activity is positively and significantly related with public library use is supported by the simple correlation coefficient of .151 which is significant at $p < .003$. The Mexican group correlation coefficient of .165 and the Cuban group correlation coefficient of .201 are both statistically significant at $p < .01$. The Puerto Rican correlation coefficient of

.038 is not statistically significant, a relationship that we have expected given the relatively low level of library use demonstrated by Puerto Ricans in our study.

As indicated in the initial presentation of the Public Library Use Index, the scores for public library use have also been related to three additional measures of library use: recency of use, use of the librarian, and recommendation of the library to friends. Each of the three library variables is significantly associated with public library use (x^2 significant at .001 for all three variables). This is expected given the previous analysis of these factors in relation to public library use. But none of these additional library use measures are significantly associated with organizational activity. In sum, there is little evidence to suggest that any of the three additional library variables of recency of use, use of the librarian, or recommendation of the library to friends are significantly associated with organizational activity.

It is statistically and analytically demonstrated that FVA activity is positively and significantly associated with both the extent of reading activity and use of the public library. These hypotheses are validated for the total sample, and the simple correlation coefficients for all of the three Latino groups are also statistically significant between FVA and Reading Activity. The analysis of Latino group differences indicates that both the Mexican and Cuban groups, which have been shown to be the two major groups of library users in earlier sections, demonstrate statistically significant correlation coefficients between FVA Activity and Public Library Use. This relationship has not been validated for the Puerto Rican group. The findings tend to indicate that the ethnic group orientations of both the Mexican and Cuban groups posit an activity or communications syndrome in which these two types of activities are dimensions of a more general informational orientation.

The third hypothesis that posits a positive and significant association between FVA Activity and Mass Media Use is not supported by the data and statistical procedures applied to it in this study. It has been demonstrated in our study that use of the mass media is a common activity that is not differentiated significantly by other modes of communication behavior which are primarily information oriented. While both FVA Activity and Public Library Use assume a quality of purposeful information seeking activity, use of the mass media is not necessarily an information seeking activity that differentiates individuals in relation to other more goal-oriented acts.

Hypothesis II: Use of Formal and Informal Resources

The second major hypothesis focuses on the degree to which respondents turn to informal or formal resources for information or aid in three problem areas. The theoretical hypothesis relating the use of informal and formal resources states that:

> H-II. There is a positive and significant association between the degree of Latino interpersonal communication within the Latino community and their level of use of informational agencies.

The two corollary hypotheses derived from the above hypothesis tested in this section state that:

> H-II.A. Latinos will more frequently identify Latino formal voluntary associations and organizations as sources of aid in each of three problem areas than formal informational agencies.
>
> H-II.B. Latinos will more frequently identify Latino individuals as sources of aid in each of three problem areas than non-Latinos.

The data for testing these final two corollary hypotheses are derived from the responses to a set of three problem-resource questions included in the interview schedule (Appendix A, Section E). The analysis of the responses to this set of problem-resource questions has not been presented in the context of the preceding findings. Therefore, this section will briefly review the general responses to this set of questions in addition to analyzing the data in relationship to the tests of the hypotheses.

The questions used to tap the differences in the use of informal and formal resources for problem solving and information seeking were based on a similar set of questions included in the Mexican American Study Project (MASP) conducted in the late 1960's. In our interview schedule, the set of three problem-resource questions followed the sections on residential status, barrio composition, and friendship networks; it preceded the section on use of the mass media. The three problem-resource areas included in our set of questions were: (1) where to go for advice or help about getting a job; (2) where to go for advice or help in assisting a friend apply for citizenship; and (3) where to seek help or advice in improving local fire protection services. The nature of the questions was intended to tap the problem-resource linkages extending from the personal to the interpersonal, and finally to the community level.

For each of the three problem-resource areas, if an individual was mentioned as a helper, the respondent was further asked whether that individual was a Latino, if he or she lived in the barrio, and finally if that helper also worked at some social agency, neighborhood group, or church. In the instances where the respondent identified or suggested a social agency, neighborhood group, church, or some other group, the follow-up questions asked the name of the organization or group, whether the person contacted would be a Latino, Black, or Anglo, and whether that group or organization was located in the barrio. It is the responses to these problem-resource questions that provide the data for testing the two corollary hypotheses.

The responses to these questions ranged widely, but in general they fell into one of three broad categories: (1) nobody, as the respondent indicated a rejection of any personal or institutional source of help or advice in preference to solving the problem on a self-help basis; (2) an institutional source or neighborhood group or agency, and (3) primary-group resources such as spouses, relatives, friends, and neighbors. For purposes of analysis, the primary-group resources were grouped together to represent a single primary-group orientation. The formal institutional and formal voluntary associations and groups were also grouped and tabulated separately to distinguish between FVA's and other institutions and agencies. The purpose of categorizing the data in this fashion is to consider the willingness of respondents of different characteristics to utilize formal, institutional-professional resources as contrasted to their use of primary-group resources, and their propensity to stick to Latino as compared with Anglo or Black helpers or resources. The basic data on overall responses for the set of problem-resource questions by the three ethnic groups are presented in Table 5.73.

The three Latino groups have significantly different approaches to structuring access to information or resources on the basis of the data available in Table 5.73. The immediate conclusion drawn from Panel A is that approximately one-half of the total sample would turn to a primary-group source of aid in relation to the question on job seeking. This is particularly the case for the Mexican group, as 59% of all Mexicans would turn to a personal source of information or aid while only 14% would turn to an institutional-professional source. The Mexican group approach is quite distinct from the Puerto Rican group response in which approximately one-third (34%) of the Puerto Ricans indicated a primary-group source, and 39% an institutional-professional source.

In further considering Panel A, it is apparent that while approximately one-quarter of the total sample would turn to an institutional-professional source (particularly the Puerto Rican group), only 11% would turn to a FVA. The Cubans report the least reliance on FVA's (4% of Cubans) and the most self-reliance (20%) of any Latino group for this problem-resource area. In sum, these differences in resource utilization are quite distinct between the Latino groups and the x^2 test of association is significant at the .001 level for the impact of Latino

TABLE 5.73

Nature and Ethnicity of Sources of Advice and Help by Ethnic Group[a]

Nature and Ethnicity of Source by Problem Area	Ethnic Group			All Latinos	# of Cases
	Mexican	Cuban	Puerto Rican		
A. Job					
Primary Group	59%	51%	34%	49%	192
FVA	17	4	11	11	45
Institutional	14	25	39	26	100
Nobody	10	20	16	14	57
Total	100%	100%	100%	100%	394
Ethnicity of Source[b]					
Latinc	94%	91%	100%	94%	
B. Citizenship					
Primary-Group	30%	32%	20%	27%	102
FVA	12	3	14	10	36
Institutional	51	50	54	52	193
Nobody	7	15	12	11	41
Total	100%	100%	100%	100%	372
Ethnicity of Source[b]					
Latino	96%	97%	100%	97%	
C. Fire					
Primary-Group	17%	11%	10%	13%	49
FVA	30	18	21	24	89
Institutional	42	48	45	44	166
Nobody	11	23	24	19	66
Total	100%	100%	100%	100%	370
Ethnicity of Source[b]	86%	57%	79%	77%	

[a] Data based on responses to Section E of Appendix A.

[b] Base includes only responses indicating primary-group sources.

ethnicity. The overall emphasis on the use of primary-group resources for information or help in this personal area is stronger than for the other two problem-resource areas, as the primary-group resource orientation declines considerably when one needs to know how to solve problems such as how to improve fire protection.

Turning to a consideration of the ethnicity of the source for those mentioning a primary-group source, the evidence overwhelmingly indicates that all three Latino groups would turn to a fellow Latino, particularly for the concerns with jobs and citizenship (x^2 significant at .001). There is a tendency for the Cuban subsample to rely even less on Latino individuals in the area of improved fire protection than to the other two Latino groups, but the difference among them is not sufficient to indicate a significant level of association between ethnic group membership and the tendency to turn to Latinos rather than non-Latinos when considering a personal source. This concern with ethnicity will be considered again in relation to the analysis of FVA use, but the existing evidence suggests a strong orientation to the use of primary-group resources and the overwhelming tendency to identify Latinos rather than non-Latinos as such personal resources.

We will consider each of the panels in Table 5.73 in more depth as some of the variables which we have previously controlled for are introduced into this concern of resource utilization.

In considering the differences between men and women in relation to source named in the area of job seeking, men are twice as prone to turn to a friend for information or aid while women are twice as prone as men to turn to an institutional source. The reverse is true for the second problem area, as women turn to personal sources twice as frequently as men. Women in all three problem areas are also twice as likely to turn to a church for aid than are the men. In all three problem-areas the men are significantly more likely to resolve the problem area through their own initiative or resources than are women. Sex is significantly related to the nature of the source named for each of these three areas (x^2 significant at .001), even when controlling for education, length of residence, ethnic group subsample, and age.

This analysis of the data also considered the impact of the residential factors which are considered in much of the previous research as influencing the nature of resource utilization. In our investigation,none of the residential factors are significantly related to the tendency to turn to personal sources rather than to other sources of aid in the first problem-resource area. In considering the influence of these residential factors in relation to the citizenship concern, it is found that as the length of Chicago residence increases, the respondent is less likely to turn to a primary-group source and more likely to turn to an institutional-professional source (x^2 significant at .03). And finally, when considering the residence factors in relation to improved fire protection, the finding is that the residence factors do not noticeably affect the choice of a source for aid or information (x^2 n.s.).

It seems apparent that the correspondence between length of residency in either Chicago or the barrio and formalization of resource use is by no means one that can be taken for granted. The association seems to be strongest for the concern with citizenship, as individuals apparently find with increasing residence that institutions are best suited for aiding another Latino in the complex process of becoming a citizen. For the other two problem areas, the traditionally suggested model which posits that increased urbanization significantly influences the use of institutional rather than primary-group resources is not generally validated by our data.

Another aspect of resource utilization for which data were gathered is the degree to which Latinos would turn to other individuals, primarily Latinos who live within the barrio boundaries for aid or information. In considering the first problem-resource area of job seeking in which the preference for a personal source is most apparent, the responses indicate that the Mexican and Puerto Rican groups generally turn to fellow Latinos who live in the barrio, while the Cubans mention more Latino individuals who live outside the barrio (x^2 significant at .02). The data in Table 5.74 highlight these differences:

TABLE 5.74

Community Residence of Personal Sources of Aid for Job Seeking by Ethnic Group[a]

	Ethnic Group			All Latinos
	Mexican	Cuban	Puerto Rican	
Percentage reporting personal source in barrio	60	42	63	55

[a] Percentages based on those reporting a primary-group source in filter question (n=192).

Although the majority of respondents indicate a Latino primary-group link within the barrio, somewhat less than half (45%) would turn to an individual outside the barrio, particularly the Cubans who have been shown to live in less dense Latino barrios (x^2 significant at .04). This finding indicates that the interpersonal social and informational network extends beyond the barrio into other neighborhoods through contacts with friends and relatives, and that the vast majority of these contacts are with fellow Latinos.

Another consideration in this vein is to the location of the FVA and institutional resources named as sources in each of the three problem areas. For each of the three problem-areas, the majority of respondents indicated that they would turn to a FVA or other institutional source located within the boundaries of their barrio, particularly for the concern with fire protection (87%) and less so with job concerns (63%) or citizenship (55%). This relationship holds while controlling for the effects of age, sex, income, employment status, length of residence, or the education factors (x^2 significant at .04 or better for all factors). Once again, the evidence strongly suggests that there is a continued barrio orientation by those respondents who identify an institutional or FVA resource, as the majority of these respondents would turn to such institutional or FVA resources located within the boundaries of the barrio.

The final consideration in the analysis of the FVA and institutional orientation is the consideration of the ethnicity of the person named as an actual or potential contact at the FVA or institution. For each problem-resource area, respondents in all three groups are more likely to turn to a Latino rather than non-Latino when considering an FVA or institutional-professional resource. In Panel A, 85% of those who select FVA's or institutions identify Latinos as their contact individuals rather than non-Latinos. Ethnic group membership does not alter this association, nor do the residential factors, age, sex, education, or employment variables. This is equally true for the response for citizenship aid, as 82% of those who identify the ethnicity of the FVA or institutional individual contact of these respondents identify a Latino rather than a non-Latino. The lowest incidence of Latino orientation is in the area of improving fire protection in the neighborhood. Slightly more than one-half (55%) of those naming an institution or FVA identified a Latino as the probable contact. This finding must be tempered by the fact that the plurality of respondents for all three Latino groups (48% of this subsample) named the fire or police department as the institution they would turn to for aid for improved fire protection. The majority of these same respondents also indicated that they were aware of very few or no Latinos in these departments they could seek out for information.

The presentation of data on the nature and ethnicity of sources of aid and information for the three problem areas does not support the first of the two corollary hypotheses. The relative importance of primary resources in the area of job seeking and citizenship aid does mediate in the choice of a source of aid. The tendency to name individuals as sources of aid in any of the three question areas is significantly associated with the naming of an FVA over a formal institution for those questions in which a primary individual source is not chosen (x^2 significant at .03). In each of the three problem areas, with the exception of Mexicans in the area of job seeking, the Latinos in our sample turn more frequently to formal institutions rather than formal voluntary associations for aid or information. The data does not support the first corollary hypothesis relating the use of formal and informal resources.

The second corollary hypothesis of this set is positively supported. The data do indicate quite clearly that when Latinos do turn to other individuals for aid, the individual turned to is most likely to be a Latino. The evidence also suggests that Latinos in all three groups will seek out a Latino in a FVA or formal institution when possible and that these individuals will be sought out in FVA's or institutions that are generally situated within the barrio.

In conclusion, the data suggest that there are many factors at work as Latinos choose between informal and formal resources for help in the three problem-resource areas discussed in this section. The first set of hypotheses suggested that organizational activity is positively and significantly associated with reading activity and public library use, but not with use of the mass media. It has been further demonstrated that these relationships are also statistically significant for all three Latino groups when correlating FVA Participation to Reading Activity. The strength of the overall relationship of FVA Participation to Public Library Use also is found to be statistically significant when correlating these activities for the Cuban and Mexican groups, but not for the Puerto Rican group.

In the second set of hypotheses we begin to see that there is still a very strong emphasis on personal resources, particularly fellow Latinos within the barrio, and that when Latinos do turn to FVA's and formal institutions that it is to another Latino that the respondent generally seeks out.

The data gathered and presented throughout this investigation do not corroborate the usual models of urbanization that hypothesize the abandonment of primary-group resources with increasing urbanization as measured in this study by length of Chicago residence. It has been demonstrated that length of residence does not weaken interpersonal communication with family or friends nor does it apparently lessen the degree to which respondents turn to fellow Latinos in considering an unaffiliated or affiliated (through FVA's and other organizations) person as a source of aid. The data also suggest that even when controlling for the individual effects of education, age, income, and employment that Latinos continue to seek out fellow Latinos when a primary-group source is turned to and that fellow Latinos are also sought out when the respondent turns to either a FVA or formal institutional agency. The evidence continues to suggest that the strength of Latino bonds is not significantly lessened with many of the factors commonly associated with urbanization and assimilation. Given the ethnic group differences in many of the previous profiles of mass media use, reading activity, and use of the public library, it is particularly salient that all three of the Latino groups are in relative harmony regarding the utilization of formal and informal resources. This is particularly true in relation to the Latino orientation of the sample, as fellow Latinos are actively sought out on an individual or institutional basis for aid or information in at least these three problem-resource areas.

Summary

One of the primary purposes served by this chapter has been to present a series of descriptive profiles of the social, socioeconomic, educational, and language characteristics of the sample with particular attention to the differences between the three Latino groups. This set of descriptive profiles was in turn related to aspects of the communication behavior of Latinos, particularly in relation to use of television, radio, and the print media.

Language and barrio network factors were brought into the discussion of communication behavior to indicate the relationship of these factors to the overall communication patterns of the total Latino sample and also to the Latino groups. In addition, data were presented regarding the utilization of the mass media for information about the Latino community.

A major purpose of this investigation has also been a review of the role of the public library in the lives of our respondents. This purpose was preceded by a more general focus on the evaluation of institutional ratings by the Latinos in our sample. It was demonstrated that the public library reaches less than one-fifth (17%) of the total sample, although the public library is generally viewed in a favorable light by the Latinos in our investigation. It was also demonstrated that the major reading activities are significantly related to overall library use, although there are major Latino group differences for the individual measures correlated to public library use that demand further attention by the library profession.

The second major purpose of this investigation was to relate aspects of the use of formal and informal resources to the communication activities of the sample. For this purpose, a series of indices for determining Mass Media Use, Reading Activity, Public Library Use, and FVA Participation were developed and utilized in the first of two sets of hypotheses. This purpose was also accomplished by considering the Latino orientation of the sample in relation to resource utilization in three separate problem areas in the second set of hypotheses.

The testing of the hypotheses was performed to begin clarifying some of the relationships that exist between Latinos and the use of resources in an urban area. The results of the hypotheses testing clearly indicate that reading activity and public library use are positively and significantly related to participation in formal voluntary associations. It has also been shown that general measures of mass media use developed in this study are not significantly related to FVA activity. It has further been commented upon that while FVA and Public Library Use are to a large degree purposeful information seeking and resource utilization behaviors, mass media use can not be characterized as having a similar functional orientation. There is some evidence to suggest that a refinement of both the social participation model and the indices used for measurement can begin to tackle these relationships in a more sophisticated fashion. The use of multivariate techniques, particularly analysis of variance and multiple regression techniques, would be particularly valuable in this case as it would then be possible to control for several of the variables shown to be associated with the set of independent and dependent measures.

The base line of data developed for this investigation suggest a number of additional avenues of analysis applicable to the data. This and other considerations and implications are related in the final chapter on Conclusions, Implications, and Further Research.

Notes to Chapter V

[1] These comparisons are based on 1970 data available in the U.S. Bureau of the Census, Department of Commerce, PC (2)-1C, Subject Reports, Persons of Spanish Origin (Washington, D.C.: Government Printing Office, 1973), Table 14, p. 165. The statistics on marital status are reported for all 14 years old and over.

[2] City of Chicago, Chicago's Spanish-Speaking Population: Selected Characteristics (Chicago: City of Chicago, Department of Development and Planning, 1973), p. 8.

[3] Ibid., p. 8.

[4] These matters have been considered in the studies of Manuel P. Tirado, "The Mexican-American Minority's Participation in Voluntary Political Associations," Ph.D. dissertation (Claremont College, 1970); Leo Grebler, Joan Moore, and Ralph C. Guzman, The Mexican American People (New York: Free Press, 1970); Joan W. Moore, "Mexican Americans and Cities: A Study in Migration and Use of Formal Resources," International Migration Review 5:3 (Fall 1971), pp. 292-308; and Carolyn J. Matthiasson, "Coping in a New Environment: Mexican Americans in Milwaukee, Wisconsin," Urban Anthropology 3:2 (Fall 1974), pp. 262-277.

[5] The Fischer r to z-transformation is utilized in the DSTAT 2 Program: Descriptive Statistics & Correlation (Madison, Wis.: University of Wisconsin, Academic Computing Center, 1973). A more complete explanation of the Fischer z-transformation is available in Leonard A. Maraschulio, Statistical Methods for Behavorial Science Research (New York: McGraw-Hill, 1971), pp. 449-455.

[6] The 1970 data is based on the U.S. Bureau of the Census, Persons of Spanish Origin, 1973, Table 13, p. 165.

[7] Compadrazgo is treated in the work of Joan Moore, "Mexican Americans and Cities," 1971; Carolyn Matthiasson, "Coping in a New Environment," 1974; and Lyle and Magdaline Shannon, Minority Migrants in the Urban Community: Mexican-American and Negro Adjustment to Industrial Society (Beverly Hills, Calif.: Sage Publications, 1973).

[8] City of Chicago, Chicago's Spanish Speaking, Department of Development and Planning, 1973, p. 19.

[9] Ibid., p. 35.

[10] U.S. Bureau of the Census, Persons of Spanish Origin, 1973, Table 15, p. 175.

[11] The specific occupational titles, scales, and codes used in this study are from the National Opinion Research Center, University of Chicago, "National Data Program for the Social Sciences," Codebook for the Spring 1972 General Social Survey, Appendix F, pp. 82-102.

[12] City of Chicago, Chicago's Spanish Speaking, Department of Development and Planning, 1973, p. 21.

[13] Ibid., p. 27.

[14] U.S. Bureau of the Census, Persons of Spanish Origin, 1973, Table 13, p. 155.

[15] City of Chicago, Chicago's Spanish Speaking, Department of Development and Planning, 1973, p. 27.

[16] See Grebler et al., The Mexican American People, Chapter 7, "The Education Gap," pp. 142-179.

[17] Kendall's tau is discussed by Hubert M. Blalock, Jr., Social Statistics (New York: McGraw Hill, 1972), pp. 418-426.

[18] Helen Lyman, Library Materials in Service to the Adult New Reader (Chicago: American Library Association, 1973).

[19] This method is described in the Crosstab 2 Program (Madison: University of Wisconsin, Academic Computing Center, 1973). The Crosstab 2 Program of the Madison Area Computing Center uses this method for square frequency tables as a better fit.

[20] One center active in this area is the Center for Cross Cultural Studies at the University of Texas at El Paso. The Center has begun to develop a data base of information related to language and reading skills as it pertains to the Spanish Speaking and other ethno-linguistic groups.

[21] This data is reported in Helen Lyman, Library Materials, 1973, and in the National Education Resources Institute, Inc., A Systems Analysis of Library and Information Services Developing Criteria to Design an Optimal Model Concept (Washington, D.C., U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Libraries and Learning Technology, 1972).

[22] Helen Lyman, Library Materials, 1973, p. 86.

[23] The data from the Latino Communications Project has been made available to various researchers, including: Luis Salces of Northwestern University who is investigating the political participation of Latinos in the Project; Frederico Subervie of the University of Wisconsin-Madison is conducting an in-depth analysis of Puerto Rican communication behavior; and David Bowman of the University of Wisconsin-Madison is focusing on Mexican assimilation and acculturation patterns.

[24] See the work of George Antunes and Charles M. Gaitz, "Ethnicity and Participation: A Study of Mexican-Americans, Blacks and Whites," American Journal of Sociology 80:5 (1974), pp. 1192-1211; Manuel Tirado, "The Mexican-American Minority's Participation," 1970; J. Allen Williams, Nicholas Babchuk, and David R. Johnson, "Voluntary Associations and Minority Status: A Comparative Analysis of Anglo, Black, and Mexican Americans," American Sociological Review 38 (October 1973), pp. 637-646; and Susan Welch, John Comer, and Michael Steinman, "Ethnic Differences in Social and Political Participation: A Comparison of Some Anglo and Mexican Americans," Pacific Sociological Review 18:3 (July 1975), pp. 361-382.

[25] Sidney Verba and Norman Nie, Participation in America: Political Democracy and Social Equality (New York: Harper and Row, 1972), p. 176.

[26] Nicholas Babchuk and Allan Booth, "Voluntary Association Membership: A Longitudinal Analysis," American Sociological Review 34 (1969), pp. 31-45.

[27] Robert Zehner and F. Stuart Chapin, Across the City Line: A White Community in Transition (Lexington, Mass.: Lexington Books, 1974, pp. 74-75.

[28] Helen Lyman, Library Materials, 1973, pp. 139-140.

[29] Susan Welch et al., "Ethnic Differences," 1975, p. 374.

[30] J. Allen Williams et al., "Voluntary Associations and Minority Status," 1973, p. 641.

[31] Tirado, "Mexican-American Minority's," p. 136.

[32] This listing was compiled by John Walton and Luis Salces in The Political Organization of Chicago's Latino Communities (Evanston, Ill.: Northwestern University, 1977).

CHAPTER VI

CONCLUSIONS, IMPLICATIONS, AND FURTHER RESEARCH

Introduction

This study has substantially increased our knowledge about the interrelated aspects of Latino communication behavior and resource utilization. Whereas little prior research focused on the similarities and differences in such activities among the three major Latino groups, this investigation has underscored the importance of presenting a series of profiles based on ethnic subgroup as well as total group profiles and analyses.

Previous to our investigation, very little was known about the language patterns among bilingual Latinos and about the network of media, personal resources, and public library resources used by these Latino groups. The gathering and analysis of data in the areas of language use, reading activity, mass media use, organizational membership, and public library use offers many substantial clues to how public libraries can play a more extensive and effective role in the Latino communication system.

An underlying theme of this investigation has been the clarifying of some of the relationships that exist between the major forms of Latino personal and impersonal communication activity and the use of resources within and outside the Latino community. Specifically, we have considered the major channels used by Latino people to gain knowledge of contemporary events and to bring resources to bear on their problems.

In this final chapter we will consider some of the major conclusions to be drawn from the findings presented in the previous chapter. These findings will be discussed in relation to their utility and implications for formal institutions such as the public library. This chapter will also suggest some avenues for continued analysis of this study's data, particularly in those areas either touched briefly or omitted in this general report. And finally, this study will suggest areas for further investigation that will add to our knowledge of information seeking and resource use, particularly as it relates to special publics such as Latinos and institutions such as the public library.

Conclusions and Implications

1. The People and the Language: The bond of the Spanish language is a major determinant of interpersonal as well as impersonal communication activity. Even for those Latino individuals with a speaking and reading knowledge of English, the actual use of and prefer-

ence for Spanish is evident for all of the communication activities described in this study. Reading activity as well as mass media use are primarily characterized by the Spanish language emphasis. Spanish is also the language used most frequently at organizational meetings for those reporting such memberships.

2. Primary-Group Resources: There has not been an abandonment of primary-group resources with increasing urbanization by the Latinos in our study. Regardless of length of stay in the U.S., Chicago, and the barrio, the Latinos continue to communicate frequently with their relatives and friends. It is also evident that Latinos continue to turn to fellow Latinos, either on an individual basis or in using organizations or agencies such as the public library.
3. Mass Media Use: A plurality of the Latinos in all three groups watch more Spanish than English—language television and indicate that television is a major means of keeping informed about events in the Latino community. This consideration of the importance of the mass media for knowledge about contemporary events and public knowledge is further supported by the finding that use of Spanish—language radio and dependence on the radio for information about the Latino community is higher than for Spanish-language television.

4. Reading Activity: Newspaper and magazine reading activity is also characterized by a strong Spanish language emphasis, even for the 58% of the total sample indicating some reading ability in English and Spanish. This is particularly true of magazine reading in which Spanish-language titles represented the top cited five titles. Reading of Spanish-language fotonovellas and comics is also characteristic of a significant percentage (40% and 29%, respectively) of the total sample, particularly the Mexican group. In relation to sources of reading materials, the top three sources represent purchase of reading materials, while the public library ranks seventh in a list of nine sources. Possibly this is a cultural trait, or it may be related to the availability of materials in the Spanish language.

5. Evaluation of Institutional Services-Resources: There is considerable evidence that many key institutions are viewed ambivalently or negatively in respect to their treatment of Latinos. The public library, however, is viewed by three-quarters of those responding as showing a positive attitude toward Latinos, while the remaining one-quarter feel the public library is average in their treatment of Latinos. Nevertheless, to almost one-third of the total sample, the public library is an invisible institution, with 14% report-

ing no knowledge of the existence of the public library as an institution. The public library, then, is shown as having a positive image for Latinos but needs to heighten its visibility and relevance.

6. Use of the Public Library: The major finding in this review of public library use by our sample is that 17% of the respondents have used the public library within the last year and that the library users are relatively satisfied with the available library resources. It was further found that activity in ESL and other adult education activities is significantly associated with library use. Library use is most correlated with the set of reading activity variables, particularly book reading and newspaper reading. The cluster of mass media variables did not prove to be significantly correlated with public library use.
7. The Communications Elite: Book readers and general print users have been shown to be users of other formal and institutional resources. This relationship does not exist for those who are predominantly mass media oriented.
8. Organizational Activity: Membership in FVA's is representative of 35% of the total sample, with membership in unions and religious associations accounting for 42% of the total number of reported memberships. Excluding religious and union group member-

ship, three-quarters of the remaining FVA memberships are in Latino-based or Latino-oriented organizations. Membership in organizations was also found to be positively associated with formal and adult education, length of residence, occupational status, and income. The relationship between ESL/AE participaters and FVA activity is particularly outstanding. The indices used to test the relationship between FVA activity and Public Library Use also prove that these two activities are significantly and positively associated. It is also shown that FVA activity is positively and significantly related to Reading Activity. Use of the mass media and FVA activity were not shown to be significantly related. The nonmembers also report a relatively high rate of support (84%) for Latino organizations. The majority of nonmembers do believe that Latino organizations have the capability of creating positive changes for the Latino community. Finally, FVA participation in our sample does not lead us to conclude that such activity leads to cultural assimilation, as some researchers have previously hypothesized.

In the problem statement at the beginning of this report it was pointed out that insufficient knowledge of interaction of formal and informal communication channels within Latino communities has prevented libraries from playing a more significant role in the lives of Latino people. The first major implication to be drawn from the findings is that the use of Spanish for conversation, for mass media use, and for reading activity is of major importance to public libraries. By demonstrating that use of the Spanish language persists after controlling for many of the personal, socioeconomic, and educational characteristics of the sample, it is readily apparent that public libraries must make a more concerted effort than ever to secure sufficient quantities of Spanish-language materials for Latinos.

This consideration of Spanish-language materials is made more significant by the finding that most magazine and book reading, and a significant portion of newspaper reading, is done in Spanish. An indication of the breadth of reading interests is provided by the data on the newspapers and magazines read, as these materials are secured from a variety of reading sources and represent materials from throughout the U.S. and even beyond the continental borders. Public libraries should consider findings reported in this and similar research in determining the parameters of collection development and readers services.

Another major finding with important implications for information network planners is the heavy utilization of the mass media of radio and television, particularly broadcasts and programs in Spanish. The finding that a plurality of respondents depend greatly on these media, particularly radio, for information about the Latino community suggests that public libraries should establish ties with these Latino media and utilize them to promote their own institutional resources. In many instances, the Spanish-language mass media provide the only channels that illiterate or barely literate individuals have with the flow of information beyond the barrio. Important survival coping information for the most information-poor members of the community is therefore most generally disseminated through these media.

Another significant finding with implications for the public library is that the public library is still an unknown institution to one-third of our sample, particularly to the 14% of the respondents who were not aware of the existence of the public library as an institutional resource. Lacking a history of public library availability or use in the native country for most of our foreign born respondents, it is not surprising that so large a percentage of individuals have not heard of or utilized the services of the public library. It becomes apparent that public relations campaigns have not permeated the Latino population, particularly those barrios in which the majority of the Latino population live. The need for Spanish and English-language campaigns to make Latinos aware of the public library is evident, and one avenue suggesting a receptive audience is through the Spanish-language radio programs and stations which already play an important part in the information environment of Latinos.

Public libraries have a substantial history of cooperation with adult education programs and the provision of materials for neo-literates. Given the large percentage of respondents born outside the continental U.S. (88%), the involvement of one-half of our total sample in ESL and other adult education activities suggests a substantial body of potential library users. It has been previously documented that such adult education activity is significantly and positively associated with public library use and general reading activity. The public library, therefore, should concentrate on developing relationships with such programs working with Latinos, and particularly the ESL programs which frequently have participants who are already quite literate in Spanish, and who are developing literacy in the English language.

This study has generated data which puts into perspective the Lyman work on adult new readers and adult education activities. Lyman's population was drawn entirely from students in adult education classes, and reports high readership and media use as well as high percentages of public library use. Both this study and the Lyman work document the need to continue examining the affect such adult education activities have on the utilization of informational agencies such as the public library.

The hypotheses also suggest means by which the public library can fit into an environment of information sources. Although active organizational involvement is characteristic for only one-third of the total sample, the relationship between organizational activity and reading activity (particularly book reading) is a positive and significant one.

This finding suggests that although there is a relatively small communications elite within the Latino barrio that is characterized by FVA activity, these individuals compose a significant body of decision makers and opinion leaders who both gather information and infuse it into the community. The public library should attempt to identify such individuals and work closely with them. This concern with the information gathering and coping skills of the Latino communications elite also suggests the need for more detailed studies on how the gathering of information from unfamiliar sources affects the dissemination of such information within the barrio by these information brokers and decision makers. These interests would suggest a need to carry out participant observation and develop case studies of such individuals to better understand the long range effects of deliberately increasing the amount of informational resources available to such individuals. This study also suggests that the vast majority of unaffiliated Latino individuals represent a major body of individuals who have restricted access to informational resources and that public libraries must reach such individuals on an individual level.

Public libraries should also identify FVA's, particularly Latino-based and Latino-oriented groups, and develop the role of a central gatekeeping station for the many FVA's and other agencies working within the barrio systems. As described elsewhere in this study, the public library has the potential for maintaining a "central gatekeeper station" by which FVA's and individual gatekeepers would be linked to the public library's potential for (1) compiling and maintaining lists of resources; (2) advertising the resources of the member organizations, agencies, and individuals; and (3) by considering a Selective Dissemination of Information (SDI) service on a regular basis for Latino-based and Latino-oriented FVA's.

Although it is apparent that the findings of this study do not dictate specific service programs, the above discussion does clearly indicate that Latino library staff members should seek to integrate the services and resources of the public library within the context of the local neighborhood and information network. The hypotheses confirmed by this study support the Latino orientation of the sample population who turn to Latinos on both a personal and institutional level for various forms of information and resources. The documented reliance of Latinos in this study on strong interpersonal networks requires a style of public library service that stresses interaction with individual Latinos and Latino groups at the immediate and local level. The significant value in developing store-front libraries and other library service programs that directly place materials, resources, and staff within Latino barrios appears to be confirmed. The concept of neighborhood information centers that develop and place resources directly within the Latino barrios appears to be a workable solution to meeting the information needs of Latino people at a community level. The elements supporting the effectiveness of such store-front and other neighborhood information approaches should be further examined.

Data in this study also suggest that materials currently read by the Latino population represent formats and national origins not always available through public libraries, particularly at the branch level. Study of the readiness of Latino populations to use other types of materials with higher relevance to the long-term information and cultural needs and interests of the Latino groups is needed. Current patterns of Latino use of media may be products of nostalgia, of limited choices, of a variety of other variables which this study did not explore.

Some of the implications of the findings presented in this study assume that public libraries have both the material and personnel resources for developing effective services, particularly information and referral, for the Latino community. In this instance the need for Latino librarians and library workers who can effectively communicate with Latino people and who are aware of the interpersonal dynamics of the Latino barrio and social system becomes a critical concern. It has been demonstrated throughout this study that interpersonal relations are a vital element of the Latino communication system, extending from communication with friends and relatives to communication with individuals representing FVA's, formal institutions, and other groups and agencies. This strong sense of ethnic group consciousness and interpersonal communication has been shown to cut across most of the personal, socioeconomic, and educational considerations reviewed in this study. In sum, the public library must seek to develop a personal relationship with potential and actual Latino library clients, and that such personal relationships in turn require Latino staff members who understand the value and necessity of personal contact and communication with Latino individuals and groups.

This ability to effectively function in Latino communication environments would seemingly be enhanced by the increased commitment of programs of library education and other agencies preparing information practitioners to integrally incorporate learning components on information seeking behavior and strategies. Such components should be made available to these practitioners who will function in ethnically diverse and other special publics. This study has emphasized the ethnically distinct styles of communication patterns, the understanding of which would be enhanced by such programs. Specific programs in library and information science would appear to be strengthened by taking a more sophisticated view of communication patterns of Latinos and other groups. Data in this study have demonstrated that a single orientation to Latino communication patterns is not a viable approach to structuring public library and other informational services to ethnically diverse populations.

In concluding this discussion of the implications of the findings, it must be stated that a major conclusion of this study is that the public library can fit into the environment of information sources in the Latino community. It has been demonstrated that the actual library users are characterized by their uses of a variety of information sources. The library user is more involved in the barrio network through organizational affiliations, frequent communication with friends and relatives, and participation in some form of adult education activity than the nonusers. And it has also been demonstrated that for those individuals who through inability to use library resources (i.e., illiteracy), lack of knowledge regarding the existence and uses of the public library, or for other reasons do not use the public library, the public library can still play an important role in their information environment by disseminating resources and information to those groups and individuals who act as links between the information poor and the professional, institutional, and other resources available within and outside of the barrio system. In this fashion the public library can seek support for the library's function by integrating itself with the information users who are involved in the social network as well as with those individuals who need information but are not in direct contact with the library of informational institution.

Areas for Continued Analysis

The body of data gathered in the interview schedules included a considerable amount of information that has not been fully analyzed given the primary focus in this report. Some of the areas which could be further studied and which are available in the full interview schedules will be briefly considered here.

One major direction for additional analysis is the general concern with bilingual education. Respondents with children were asked about their ratings and perceptions of the general school program as well as the bilingual school program, if their children were involved. This data would prove useful in the controversial area of sociolinguistics and concern for how bilingual education affects the uses of information in the communication environment.

Another major area related to our central focus is the degree of political participation and knowledge presented by the respondents and how this relates to many of the communication activities discussed in this study. At present this data are being analyzed by a fellow Latino research colleague and it is expected that the findings will relate to many of the findings reported in our review of the data.*

A detailed examination of the Spanish-language radio and television programs reported by the sample would shed additional light on mass media use. Data on which programs are watched and which ones rate highest with the Latinos in our study are available and would be valuable in a content analysis of media use.

In a similar fashion, a detailed content analysis of the magazine and newspaper titles cited by the respondents would enable determination of those personal, socioeconomic, and educational variables that characterize different patterns of reading interests.

*Luis Salces of Northwestern University is conducting this study.

And finally, a detailed analysis of who the respondents identify as the most prominent Latinos and which Latino organizations are considered the most important in Chicago would provide a parallel focus for interpreting FVA activity and the role of political and social organizations in the Latino community. This data would add an important dimension to our own consideration of social participation and the role of Latino FVA's and organizations in the barrio network.

It has been stated that the primary level of analysis of the data has been for descriptive purposes and for the testing of the hypotheses in this study. The next step in the refinement of the analyses presented in this study is the use of multivariate techniques, particularly the analysis of variance and multiple regression techniques. A major limitation in the analysis of this data has been the reliance on x^2 measures and simple correlation coefficients. This level of analysis was considered as appropriate for dealing with the need to present the basic demographic and communication profiles in addition to the testing of the hypotheses. Any additional analyses of the data will therefore incorporate multivariate techniques, to the degree which they are applicable.

Other Areas for Investigation

There is an increasing need for studies that consider the impact of language on resource utilization. There is an insufficient body of knowledge regarding the effects of language on mass media use, reading activity, and the use of institutional resources. This study has provided a body of basic data useful in investigating this area, but similar studies with other ethnic and language groups are necessary if we are to refine the development of communication behavior models and theories for similar types of population groups.

The overall consideration of library use needs to be pressed further in relation to many of the social and communication variables at work in the information environment of people. The profile of library users presented in this study has considered some of these factors at work in the information environment. An extension of this investigation should logically examine the individual modes of problem specifications and resolution and seek to develop strategies by which librarians and related information practitioners can effectively function within the Latino communication environment.

At present, there is an insufficient base of information on the social and psychological determinants of adult information seeking and media use. This is particularly true of linguistic, cultural, and racial minorities which have developed their own means for securing information from the diversity of communication channels through which information flows.

An important consideration of public library use which has been only minimally tapped in this investigation and which demands more refined approaches and analyses is in the area of the quality of library service. The library use measures in this and other investigations fail to tap the role of the public library in our lives. The public library's importance in the lives of individuals, particularly those who are continuing their education and personal development, has not been adequately treated in the general research, much less in the research of the information poor. Both new approaches and measures are necessary in this area if the research is to progress in this and related areas.

Succeeding investigations might consider the hypothesis that individuals involved in adult education activities are more likely to be active readers and public library users. Such research should also specifically focus on the relationship between ESL and other adult education activities to reading patterns through the use of the case study and small group participant observation method over significant periods of time.

The concern for measurement applies to the development of the indices used in this investigation. There is a need for improved instrumentation through which it will be possible to look at qualitative dimensions of activity currently measured on nominal and quantitative lines. A distinction between expressive and instrumental FVA's and how they distinguish aspects of FVA participation is such a refinement that should be considered in future research. This same consideration applies to the indices used to measure mass media and reading activity, as these measures as currently constituted do not tap a qualitative dimension of such activity. New and significant relationships might be hypothesized with such analysis available.

One major consideration to the improvement and extension of research in areas similar to our own is the development of the methodology used in the investigation. Specifically, there has been insufficient attention to the complex questions of sample design, particularly as to the consideration of how to accurately estimate population parameters given the high incidence of undocumented, and therefore uncounted by the Census, Latino people in the sample areas. This question of accurately estimating population parameters brings into play a number of related considerations: (1) the ability to estimate current population trends based on patterns of mobility and geographical dispersion and density; (2) the need to conduct research with the cooperation of significant percentages of undocumented Latino people who generally maintain an invisible stance toward such research endeavors; and (3) the need to develop community support and input in research which directly relates to the community. This final consideration is of great importance, as the barrio networks are effective mechanisms by which the local leaders, gatekeepers, and power figures are able to hinder or support research endeavors. This is particularly the case in this study of Latino communication behavior as the need for cooperation in a relatively exhausting interview schedule relies upon the tacit support of the respondent. This final consideration also implies the professional responsibility of the investigator to make available to the respondents and the community as a whole the findings of the study.

Analysis of data in this study would appear to suggest the fruitfulness of examining the following concerns in library science and the related disciplines indicated below:

Library Science/Mass Communications/Social Work: The relationship between high levels of interpersonal communication and the likelihood of using informational and social agencies.

Library Science/Social Work/Urban Anthropology: The intergenerational transmission of organizational participation, resource utilization, and reading interests.

Library Science/Adult Education/Journalism: The relationship of literacy levels in both English and

Spanish to language loyalty patterns.

Library Science/Journalism: The qualitative analysis of Spanish and English reading patterns.

Library Science/Journalism: The examination of cosmopolitan and local orientation to reading materials and its relationship to use of local formal resources.

Sociology/Urban Anthropology: The effects of urbanization to the use of formal institutional resources.

Sociology/Urban Anthropology: Detailed studies of subgroup differences to determine what relationship ethnic orientations have to acculturation and assimilation processes.

Sociology/Social Work: The relationship of FVA activity to community development programs and small group activity for social change.

This study has established a broad base of data by which similar types of investigations can compare findings and conclusions in the areas of communication behavior and resource utilization. A great deal of data has been reported that establishes the importance of considering such factors as language, the commonality of Latino ethnic groups in relation to cultural values, and the extent and influence of neighborhood networks in the environment of information sources. Some of this data has challenged earlier interpretations, such as the abandonment of language and primary-group relations through increasing periods of urbanization, while other data has supported the prevalence and uses of the mass media.

As in any research endeavor, the conclusions drawn from the findings summarized in this report must be subject to the limitations of the design and methodology of the study. This has been a major study of Latinos in an urban environment, but it has also been a unique study in that it has generated data based on the responses of the three major Latino groups which share a common urban environment not shared in a similar fashion by the major Latino groups in other U.S. urban centers. To this degree, the conclusions and applications are, strictly speaking, applicable to the Chicago Latino people. To the degree that similar Latino groups in other cities share the general social, personal, barrio, and organizational characteristics of our sample, it is possible to make comparisons and suggest general modes of activity patterns.

The data collected in this investigation will be made available on computer tape to the Office of Library Research and Demonstration (U.S. Office of Education, Bureau of Libraries and Learning Resources), and to interested researchers and professionals who wish to pursue other aspects of Latino communication behavior and resource utilization.

This challenging investigation has opened a number of old questions as well as suggested new questions for research. But most important of all, this investigation has shown that the public library can make a role for itself in the lives of Latino people, and has given insights on ways in which that role can be extended.

APPENDIX A

ENGLISH LANGUAGE INTERVIEW SCHEDULE

L.C.R. / O.M.A.R., Inc.
January, 1977

LATINO COMMUNICATIONS PROJECT

DATE OF INTERVIEW: ____________________ I.D.#: ____________________ 1-3

TRACT #: ____________ BLOCK #: ____________ TIME INTERVIEW BEGAN: ____________

INTRODUCTION: (IF CHILD ANSWERS DOOR ASK TO SPEAK TO FATHER OR MOTHER)

Good morning/afternoon/evening. Can I speak to the man or woman of the house? My name is ____________________. I work with OMAR Inc., and we are doing a study with persons of Mexican, Puerto Rican, and Cuban descent or origin. Are you the head of this household or the spouse of the head of the household?

Yes __1 No __2

CONTINUE WITH INTRODUCTION AND PROCEED WITH INTERVIEW

When will he/she be home so I can make an appointment to come back?

IF THE HEAD OR SPOUSE INDICATE NO ONE IN THE HOUSEHOLD IS OF PUERTO RICAN, CUBAN, OR MEXICAN DESCENT, END THE INTERVIEW AND GO TO THE NEXT DWELLING UNIT.

__ HEAD OR SPOUSE IS OUT-OF-TOWN, SICK, OR OTHERWISE UNAVAILABLE.

TIME TO COME BACK: ______ AM/PM

PHONE # SO APPOINTMENT CAN BE SET UP: ____________

PLAN ON CALL-BACK.

INTERVIEW CONTINUED __1

INTERVIEW ENDED __2

Thank you very much for helping us with this important job. Only people like yourself can give the type of information we need. What we are trying to do is to get the opinions of people like yourself on various things.

This interview is confidential and it will not take very long. What you say will never be associated with your name. We are interested in getting your honest opinions, so please answer each question by giving your own opinion.

Where is the best place for us to talk? If you have any questions or aren't sure what we are asking please stop and ask me. Fine. Do you have any questions before we begin? (ANSWER WITH BRIEF REPLIES AND GO TO Q.1.)

RESPONDENT REFUSED THE INTERVIEW YES __1 NO __2

GIVE HIS/HER REASONS ____________________

CONTROL	INTERVIEW	VERIFICATION	CODING
DATE			
PERSON			

A. ETHNIC HERITAGE

1. Would you prefer to speak in Spanish or English? Either language is fine with me, so choose the one that you are most comfortable with.

English ___1	Spanish ___2 Either ___3
USE ENGLISH LANGUAGE SCHEDULE	USE SPANISH LANGUAGE SCHEDULE

2. As we go around talking with people in your neighborhood, we find that some people prefer to call themselves Mexican-American, Chicano, Cuban, Puerto Rican, or by some other term. What do you prefer to call yourself? (RECORD VERBATIM AND CODE ONE.)

______________________________ (RECORD TERM.)

MEXICAN-AMERICAN	___1	CUBANO	___9
MEXICAN	___2	LATIN AMERICAN	___10
MEXICANO	___3	LATINO	___11
CHICANO	___4	HISPANO	___12
PUERTO RICAN	___5	CENTRAL OR SOUTH AMERICAN . . .	___13
PUERTORRIQUENO	___6	OTHER ______________ .	___14
BORICUA	___7	NO PREFERENCE	___15
CUBAN	___8	NR	___16

3. In what country were you born?

PUERTO RICO . . .	___1	UNITED STATES .	___5
MEXICO	___2	NR	___7
CUBA	___3		
OTHER ____________ ______________ .	___4		
GO TO Q. 4		GO TO Q. 5	

4. In what year did you first come to the United States? 19___ DK___77 NR___88

5. In what country was your mother born? (CODE ONE)

PUERTO RICO . . .	___1	UNITED STATES .	___5
MEXICO	___2	DK	___6
CUBA	___3	NR	___7
OTHER ____________ ______________ .	___4		

6. In what country was your father born? (CODE ONE)

PUERTO RICO . . .	___1	UNITED STATES .	___5
MEXICO	___2	DK	___6
CUBA	___3	NR	___7
OTHER ________________	___4		

COL.

7. Were any of your grandparents born in: (READ CATEGORIES AND RECORD THOSE APPLICABLE.)

Puerto Rico . . . . ___1
Mexico . . . . ___2
Cuba . . . . ___3
Another country?

_______________ ___4

U.S.A. . . . . ___5 12
DK . . . . . . ___6
NR . . . . . . ___7

8. What term do you prefer to describe all the people of Spanish-speaking heritage in the U.S. as a whole? (RECORD VERBATIM AND CODE ONE. USE TERM IN FOLLOWING QUESTIONS ASKING ABOUT LATINOS IN GENERAL.)

_________________________ (RECORD TERM) 13

SPANISH HERITAGE . . . ___1
LATINO . . . . ___2
HISPANO . . . . ___3
LATIN AMERICAN . . . . ___4

OTHER (Specify)
_______________ ___5
NO PREFERENCE . . . . ___6
DK . . . . ___7
NR . . . . ___8

B. RESIDENCE AND RELATIVES

9. What is the total number of years that you have lived in Chicago?

YEARS __________ DK ___88 NR ___99 14-15

10. What is the total number of years that you have lived in this neighborhood?

YEARS __________ DK ___88 NR ___99 16-17

11. Would you say that the majority of people in this neighborhood are: (READ CATEGORIES AND CODE ONE.)

White Americans . . . . ___1
Black Americans . . . . ___2
Cubans . . . . ___3
Puerto Ricans . . . . ___4
Mexicans born in Mexico . . . . ___5

Mexicans born in USA . . . ___6 18
Other (SPECIFY)
____________________ . ___7
DK . . . . ___8
NR . . . . ___9

12. Would you say that you feel closer or identify more with Latinos in general or that you don't feel much closer to them than you do to other kinds of people?

CLOSER TO LATINOS . . . . ___1
EQUAL TOWARDS ALL . . . . ___2

DK . . . . . ___3 19
NR . . . . . ___4

13. Are you presently married, separated, widowed, divorced, or have you never been married?

MARRIED . . . . . ___1
SEPARATED . . . . ___2
WIDOWED . . . . . ___3
DIVORCED . . . . . ___4
NEVER MARRIED . . ___5
NR . . . . ___6

14. Please tell me whether you have the following relatives living in Chicago. (READ CATEGORIES AND CODE FOR EACH ONE.)

		YES	NO	DK	NR
A.	Your parents	/1/	/2/	/3/	/4/
B.	Grown children	/1/	/2/	/3/	/4/
C.	Brothers or sisters	/1/	/2/	/3/	/4/
D.	Aunts or uncles	/1/	/2/	/3/	/4/
E.	Parents-in-law	/1/	/2/	/3/	/4/
F.	and Compadres	/1/	/2/	/3/	/4/
G.	(IF VOLUNTEERED) OTHERS (SPECIFY)				

____

15. How often would you say that you talk with your relatives in Chicago -- would you say: (READ CATEGORIES AND CODE ONE.)

Several times a week . . . . ___1
Once a week . . . . ___2
Or less than once a week . . . . . . ___3
DK . . . ___4
NR . . . ___5

16. Some people feel that a person should be able to ask help from his family when he has problems. Do you agree or disagree with this way of thinking?

AGREE ___1 DISAGREE ___2 DK ___3 NR ___ 4

C. CHILDREN AND SCHOOLS

17. How many children under age 19 live with you?

(RECORD ACTUAL NUMBER) __________ NONE ___00

GO TO Q. 18 GO TO Q. 28

18. What language do you use most often when speaking to your children?

ENGLISH ___1 SPANISH ___2 BOTH ___3 NR ___4

COL.

19. Which, if any, of the following Latino customs would you like your children to follow -- for example, would you like your children to: (READ CATEGORIES AND CODE FOR EACH ONE.)

		YES	NO	DK	NR	
A.	Visit relatives outside the U.S.	/1/	/2/	/3/	/4/	33
B.	Speak Spanish	/1/	/2/	/3/	/4/	34
C.	Feel proud of being Latino	/1/	/2/	/3/	/4/	35
D.	Enjoy Latino music	/1/	/2/	/3/	/4/	36
E.	Like Latino food	/1/	/2/	/3/	/4/	37
F.	Celebrate national festivals/holidays . .	/1/	/2/	/3/	/4/	38
G.	Any other customs? ______________________ ______________________________			/3/	/4/	39

20. What do you think of using both English and Spanish to teach children in the Chicago schools -- that is, do you think that Bilingual Education in the Chicago Schools, is a good or bad idea?

GOOD IDEA ___1 BAD IDEA ___2 DK ___3 NR ___4 40

21. Well, what are some of your reasons for your thinking that bilingual education in the Chicago schools is a (good/bad) idea? (RECORD VERBATIM)

____

____ 41-46

____

DK ___77 NR ___88

22. How satisfied are you with the education your children receive in school in general -- would you say you are: (CODE ONE)

Very satisfied . . . . ___1
Satisfied . . . . ___2
Dissatisfied . . . . ___3
or very dissatisfied ___4
DK . . . . ___5
NR . . . . ___6
47

23. Why do you say that?

____ 48-53

____________________________ DK ___77 NR ___88

24. Do you have any children that are now going to a bilingual school program?

YES ___1 NO ___2 DK ___3 NR ___4 54

GO TO Q. 25 GO TO Q. 28

COL

25. What schools are they attending? (RECORD NAME OF SCHOOL AND LOCATION.)

NAME	LOCATION	
1.________________________	________________________	55-
2.________________________	________________________	

DK ___77 NR ___88

26. How satisfied are you with the bilingual school program -- would you say you are: (CODE ONE.)

Very satisfied . . . . ___1 or Very dissatisfied ___4 61
Satisfied . . . . ___2 DK . . . . ___5
Dissatisfied . . . . ___3 NR . . . . ___6

27. Why do you say that?

____ 62-

________________________________ DK ___77 NR ___88

D. FRIENDSHIPS

CAR

Now I am going to ask you a few questions about your friends and neighorhood.

28. As we go around your neighborhood, some individuals have said that they prefer to live with people of their own nationality or with other Latino people. Others have said they would prefer to live in mixed neighborhoods. -- Do you prefer a neighborhood where: (READ CATEGORIES AND CODE ONE.)

A. People who are the same nationality as you live . . . . . ____1 4
B. Latinos in general live . . . . ____2
C. Latinos and White Americans live . . . . ____3
D. Blacks and Latinos live . . . . ____4
E. White Americans, Blacks, and Latinos live . . . . ____5
F. (IF VOLUNTEERED) OTHER (PLEASE SPECIFIY)

____ . . ____6

G. NO PREFERENCE/DK . . . . ____7 NR . . . . ____8

29. How much interest would you say you have in how Latinos as a whole are getting along in this country -- would you say that you have: (CODE ONE.)

A great deal of interest . . ___1 None . . . . . ___4 5
Some interest . . . . ___2 DK . . . . ___5
A little interest . . . . . ___3 NR . . . . ___6

COL.

30. Think for a moment about your three best friends or acquaintances in Chicago who are not family members. Do you have them picked out? Good. How many of them are of Latino background?

NONE ___0 ONE ___1 TWO ___2 THREE ___3 DK ___4 NR ___5 6

31. How many of these three friends live in your neighborhood?

NONE ___0 ONE ___1 TWO ___2 THREE ___3 DK ___4 NR ___5 7

32. How often would you say you see and talk with them -- would you say that you see and talk with them: (CODE ONE.)

Several times a week . . . . ___1	DK . . ___4	8
Once a week . . . . ___2	NR . . ___5	
Less than once a week . . . . ___3		

E. INTERPERSONAL RESOURCES

33. Imagine that you needed help or advice about getting a job; think who you might go to -- Would you be likely to go to someone who works at a social agency, neighborhood group, church, or would it be a friend, relative, or someone else?

FRIEND . . . . ___1	SOCIAL AGENCY . . ___6	OTHER RESOLUTION (RECORD)	9-10
RELATIVE . . . ___2	NEIGHBORHOOD GROUP . . . . . ___7	________________	
SOMEONE ELSE . ___3	CHURCH . . . . . ___8	________________ __10	
DK . . . . . . ___4	SOME OTHER GROUP/ AGENCY . . . . ___9		
NR . . . . . . ___5			
GO TO Q. 34	GO TO Q. 37	GO TO Q. 40	

34. Is he or she of Latino descent? YES___1 NO___2 DK___3 NR___4 11

35. Does he or she live in your neighborhood? YES__1 NO__2 DK__3 NR__4 12

36. Does that person work at some social agency, neighborhood group, church, or other organization? YES___1 NO___2 DK___3 NR___4 13

GO TO Q. 40

37. What is the name of that social agency, neighborhood group or church?

____________________________________ DK___777 NR___888 14-16

38. Is that organization in your neighborhood? YES__1 NO__2 DK__3 NR__4

39. Is the person in that agency, group or church a Latino, Black or White American?
LATINO___1 BLACK___2 WHITE AMERICAN___3 DK___4 NR___5

40. How about help or advice on other personal problems, such as helping a friend apply for citizenship. Think who you might go to. Would you be likely to go to someone who works at a social agency, neighborhood group, church or would it be a friend, relative or someone else?

FRIEND . . . . ___1
RELATIVE . . . ___2
SOMEONE ELSE . ___3
DK . . . . . . ___4
NR . . . . . . ___5

GO TO Q. 41

SOCIAL AGENCY . . ___6
NEIGHBORHOOD
GROUP . . . . . ___7
CHURCH . . . . ___8
SOME OTHER GROUP/
AGENCY . . . . ___9

GO TO Q. 44

OTHER RESOLUTION (RECORD)
____
____________________ __10

GO TO Q. 47

41. Is he or she of Latino descent? YES ___1 NO ___2 DK ___3 NR ___4

42. Does he or she live in your neighborhood? YES__1 NO__2 DK__3 NR__4

43. Does that person work at some social agency, neighborhood group, church, or other organization? YES___1 NO___2 DK___3 NR___4

GO TO Q. 47

44. What is the name of that social agency, neighborhood group or church?

____ DK___777 NR___888

45. Is that organization in your neighborhood? YES__1 NO__2 DK__3 NR__4

46. Is the person in that agency, group or church a Latino, Black, or a White American?
LATINO___1 BLACK___2 WHITE AMERICAN___3 DK___4 NR ___5

47. How about help or advice about neighborhood problems, such as how to improve fire protection in your neighborhood? Would you be likely to go to someone who works at a social agency, neighborhood group, church, or would it be a friend, relative, or someone else?

			COL.
FRIEND . . . . ___1	SOCIAL AGENCY . . ___6	OTHER RESOLUTION (RECORD)	29-30
RELATIVE . . . ___2	NEIGHBORHOOD GROUP . . . . ___7	____________________	
SOMEONE ELSE . ___3	CHURCH . . . . ___8	____________________ ___10	
DK . . . . ___4	SOME OTHER GROUP/ AGENCY . . . . ___9		
NR . . . . ___5			
GO TO Q. 48	GO TO Q. 51	GO TO Q. 54	

48. Is he or she of Latino descent? YES___1 NO___2 DK___3 NR___4 31

49. Does he or she live in your neighborhood? YES__1 NO__2 DK__3 NR__4 32

50. Does that person work at some social agency, neighborhood group, church, or other organization? YES___2 NO___2 DK___3 NR___4 33

GO TO Q. 54

51. What is the name of that social agency, neighborhood group, or church?

____ DK___777 NR___888 34-36

52. Is that organization in your neighborhood? YES__1 NO__2 DK__3 NR__4 37

53. Is the person in that agency, group, or church a Latino, Black, or a White American?
LATINO___1 BLACK___2 WHITE AMERICAN___3 DK___4 NR___5 38

F. RADIO AND T.V.

54. How many T.V. sets in working order do you have in your home?

_____(RECORD # IF ONE OR MORE) NONE___0 DK___8 NR___9 39

GO TO Q. 55 GO TO Q. 57

55. Can your T.V. receive UHF Channel 26,32, and 44? YES__1 NO__2 DK__3 NR__4 40

56. Do you have cable T.V. now? YES__1 NO__2 DK__3 NR__4 41

57. We are interested in how often you watched T.V. during the last seven days -- would you say that you: (READ CATEGORIES AND CODE ONE)

Watched every day	___1	Did not watch at all .	___4
Watched a few days a week . . .	___2	DK	___5
Watched about one day	___3	NR	___6
GO TO Q. 58		GO TO Q. 60	

58. Still thinking about the past seven days, on the average day, how many hours did you spend watching television?

______HOURS ______MINUTES (IF VOLUNTEERED) DK___77 NR___88

59. What is your favorite television program?

____________________________________ None ___00 DK___77 NR___88

60. During the last seven days, how often did you watch Spanish language telesion programs -- would you say you: (CODE ONE)

Watched every day	___1	Did not watch at all .	___4
Watched a few days a week . . .	___2	DK	___5
Watched about one day	___3	NR	___6
GO TO Q. 61		GO TO Q. 64	

61. In general would you say that you watch more Spanish language or more English language television?

MORE SPANISH LANGUAGE . ___1 MORE ENGLISH LANGUAGE . ___2
ABOUT THE SAME ___3 DK ___4 NR ___5

62. I am going to read a list of Spanish language television programs. Please tell me which ones you have watched in the past seven days.

(CODE EACH ONE)	YES	NO	DK	NR
1. Mundo Hispano La Señora Joven (1-2 p.m.)	/1/	/2/	/3/	/4/
2. Asi es Mi Tierra (Bernardo Cardenas- 1-2:30 p.m.)	/1/	/2/	/3/	/4/
3. Mundo Juguete (5:5:30 p.m.)	/1/	/2/	/3/	/4/
4. Milagro de Vivir (5:30-6:30 p.m.)	/1/	/2/	/3/	/4/
5. Información 24 (6:30-7:00 p.m.)	/1/	/2/	/3/	/4/
6. La Hora Preferida (7-8 p.m.)	/1/	/2/	/3/	/4/
7. El Mundo de Carlos Agrelo (7-8 p.m.)	/1/	/2/	/3/	/4/
8. Cazando Estrellas (7-8 p.m.)	/1/	/2/	/3/	/4/
9. Ayuda (7-8 p.m.)	/1/	/2/	/3/	/4/
10. Viernes Espectaculares (7-8 p.m.)	/1/	/2/	/3/	/4/
11. Lucha Libre (8-9 p.m.)	/1/	/2/	/3/	/4/
12. Especiales de Silvia Pinal (8-9 p.m.)	/1/	/2/	/3/	/4/
13. La Hora Familiar (8-9 p.m.).	/1/	/2/	/3/	/4/
14. El Super Goya Show (8-9 p.m.)	/1/	/2/	/3/	/4/
15. Las Fieras Novela (8-9 p.m.)	/1/	/2/	/3/	/4/

	YES	NO	DK	NR	COL.
16. Especiales (9-10 p.m.)	/1/	/2/	/3/	/4/	64
17. Entre Amigos (Jaime Santillana) (9-10 p.m.) . .	/1/	/2/	/3/	/4/	65
18. Muy Agradecido (9-9:30 p.m.)	/1/	/2/	/3/	/4/	66
19. Exitos Musicales (9:30 - 10 p.m.)	/1/	/2/	/3/	/4/	67
20. Tony Quintana (9-10 p.m.)	/1/	/2/	/3/	/4/	68
21. Viernes Espectaculares (9-10 p.m.)	/1/	/2/	/3/	/4/	69
22. Hogar Dulce Hogar (9:30 - 10 p.m.)	/1/	/2/	/3/	/4/	70
23. Información 26 (10-10:30)	/1/	/2/	/3/	/4/	71
24. Barata de Primavera (10:30 - 11:30 p.m.)	/1/	/2/	/3/	/4/	72
25. Chesperito (9-10 p.m.)	/1/	/2/	/3/	/4/	73
26. Varios (10-11 p.m.)	/1/	/2/	/3/	/4/	74
27. Adventuras de Capulina (11-12 p.m.)	/1/	/2/	/3/	/4/	75
28. Show Jíbaro (12-1:00 pm.)	/1/	/2/	/3/	/4/	76
29. Una Cita Con Palomo (1-2 p.m.)	/1/	/2/	/3/	/4/	77
30. Una Pelicula del Sábado (9:30 - 11:00 p.m.) . .	/1/	/2/	/3/	/4/	78

CARD 3

63. Which program is your favorite of all those I have read?

______________________ NONE __00 DK __77 NR__88 4-5

64. We would like to know how much you depend upon T.V. to learn about the Latino community -- would you say that you depend on T.V. to learn about the Latino community a lot, somewhat, or hardly at all?

A LOT __1 SOMEWHAT __2 HARDLY AT ALL __3 DK__4 NR__5 6

65. How many radios in working order, do you have in the house?

#_________ NONE__00 DK__88 NR__99 7

66. During the past seven days, how often did you listen to the radio -- would you say that you:

Listened every day . . . . __1
Listened a few days a week . . . __2
Listened about one day . . . . . __3
GO TO Q. 67

Did not listed at all __4
DK . . . . __5
NR . . . . __6
GO TO Q. 69

8

67. Still thinking about the last seven days, on the average day, how many hours did you spend listening to the radio?

____HOURS ____MINUTES (IF VOLUNTEERED) NONE__00 DK__77 NR__88 9-10

68. What is your favorite radio program?

______________________________ NONE__00 DK__77 NR__88 11-12

69. During the last seven days how often did you listen to Spanish language radio programs -- would you say that you: (READ CATEGORIES AND CODE ONE)

Listened every day . . . . ___1
Listened a few days a week . . . . ___2
Listened about one day . . . . ___3

GO TO Q. 70

Did Not Listen At All ___4
DK . . . . ___5
NR . . . . ___6

GO TO Q. 73

70. In general would you say that you listen to more Spanish or more English language radio programs?

MORE SPANISH LANGUAGE ___1 MORE ENGLISH LANGUAGE ___2
ABOUT THE SAME ___3 DK ___4 NR ___5

71. I am going to read a list of Spanish language radio programs. Please tell me which ones you have listened to in the past seven days. (CODE FOR EACH ONE.)

PROGRAMA	DIRECTOR	YES	NO	DK	NR
1. Cascabeles de la Alegria	Leon Sori	/1/	/2/	/3/	/4/
2. Buenos Dias Chicago	José Salmanca	/1/	/2/	/3/	/4/
3. El Periodico del Aire	Orlando Miranda	/1/	/2/	/3/	/4/
4. El Show de Pelencho	Orlando Miranda	/1/	/2/	/3/	/4/
5. La Voz de las Antillas	José Colon	/1/	/2/	/3/	/4/
6. Gazeta Deportiva	Alvarado Londoño	/1/	/2/	/3/	/4/
7. El Show de Raul Cardona	Raul Cardona	/1/	/2/	/3/	/4/
8. Variedad Musical	Carlos Arroyo	/1/	/2/	/3/	/4/
9. Rey González Presenta	Rey González	/1/	/2/	/3/	/4/
10. Serenata Matutina	José Chapa	/1/	/2/	/3/	/4/
11. Club Latino del Aire	Henry Bellagamba	/1/	/2/	/3/	/4/
12. El Show de Jr. Cardona	Raul Cardona, Jr.	/1/	/2/	/3/	/4/
13. Impactos Musicales	José Valenzuela	/1/	/2/	/3/	/4/
14. Radio Club Familiar	Elias Días y Pérez	/1/	/2/	/3/	/4/
15. Exitos Musicales	Tony Juarbe	/1/	/2/	/3/	/4/
16. Controversiad Musicales	Willy González	/1/	/2/	/3/	/4/
17. Domineos Alegres	Willy González	/1/	/2/	/3/	/4/
18. La Hora Fronteriza	Manuel González	/1/	/2/	/3/	/4/
19. Radiograma	Dany Bucchini	/1/	/2/	/3/	/4/
20. Radio Ideal	Elena Ledesma	/1/	/2/	/3/	/4/
21. Radio Voces	--	/1/	/2/	/3/	/4/
22. Dimension L.P.	Luis Lesmes	/1/	/2/	/3/	/4/
23. Serenata de Media Noche	--	/1/	/2/	/3/	/4/
24. Radio Publimet	Jaime Santillana/Luis Antonio López/ Enrique López Salgado	/1/	/2/	/3/	/4/
25. Mosaico Musical	Jaime Salinas	/1/	/2/	/3/	/4/
26. La Hora Espectacular	Esteban Velásquez	/1/	/2/	/3/	/4/
27. Fiesta Regional	Antonio Villareal	/1/	/2/	/3/	/4/
28. Radio Publimet	Armando Pérez y Martínez	/1/	/2/	/3/	/4/
29. Latin Explosion	Juan Montenegro	/1/	/2/	/3/	/4/
30. La Hora del Templo	--	/1/	/2/	/3/	/4/
31. Pentagrama Latino	Jorge Portillo	/1/	/2/	/3/	/4/
32. Anochecer Musical	Carlos Naranjo	/1/	/2/	/3/	/4/

COL.

72. Which program is your favorite of all those I have read?

________________________________ NONE___00 DK___77 NR___88 47-48

73. We would like to know how much you depend upon radio to learn about the Latino community. Would you say that you depend a lot, somewhat, or hardly at all upon radio to learn about the Latino community:

A LOT ___1 SOMEWHAT ___2 HARDLY AT ALL ___3 DK ___4 NR ____5 49

G. EDUCATION

74. What was the last grade of school you finished. (RECORD ACTUAL GRADE.)

_______________GRADE DK ____88 NR _____99 50-51

IF LESS THAN 12 YEARS ASK Q. 75, ELSE GO TO Q. 76

75. Did you get a high school diploma through a General Equivalency Diploma?

YES ___1 NO ___2 DK ___3 NR___4 52

76. Have you ever taken an English as a Second Language class?

YES ___1 NO ___2 DK ___3 NR ___4 53

GO TO Q. 77 GO TO Q. 78

77. Are you taking it now? YES ___1 NO ___2 DK ___3 NR ___4 54

78. Have you ever taken an adult education class other than an English as a second language class?

YES ___1 NO ___2 DK ___3 NR ___4 55

GO TO Q. 79 GO TO Q. 80

79. Are you taking it now? YES ___1 NO ___2 DK ___3 NR ___4 56

H. READING

80. Which language do you use most often in conversation?

ENGLISH ___1 SPANISH ___2 BOTH EQUALLY ___3 DK___4 NR___5 57

81. Which language would you say that you speak better -- English or Spanish?

ENGLISH ___1 SPANISH ___2 BOTH EQUALLY ___3 DK ___4 NR ___5 58

82. Would you say that you read Spanish well, average, poorly, or can't read it at all?

WELL ___1 AVERAGE ___2 POORLY ___3 CAN'T READ IT AT ALL ___4 DK ___5 NR ___6 5

83. Would you say that you read English well, average, poorly, or can't read it at all?

WELL ___1 AVERAGE ___2 POORLY ___3 CAN'T READ IT AT ALL ___4 DK ___5 NR ___6 6

IF R READS IN TWO LANGUAGES GO TO Q. 84

IF R READS ONE LANGUAGE GO TO Q. 85 or 86

IF R DOES NOT READ ANY LANGUAGES GO TO Q. 104

84. When you read, in which language do you read most often?

ENGLISH ___1 SPANISH ___2 BOTH EQUALLY ___3 DK ___4 NR ___5 6

85. In general, how much do you enjoy reading English -- Would you say you enjoy reading English: (CODE ONE)

A lot ___1 Somewhat ___2 Hardly at All ___3 DK ___4 NR ___5 6

86. Would you say that you enjoy reading Spanish: (CODE ONE)

A lot ___1 Somewhat ___2 Hardly at All ___3 DK ___4 NR ___5 6

GO TO Q. 88 GO TO Q. 87

87. I am going to read a list of reasons people sometimes give for not reading a lot. These can apply to any of us. Please tell me whether you strongly agree, agree, disagree, or strongly disagree. (CODE ONE FOR EACH)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DK	NR
Reading is a waste of time ...	/1/	/2/	/3/	/4/	/5/	/6/
No time to spend reading	/1/	/2/	/3/	/4/	/5/	/6/
Nothing interesting to read ..	/1/	/2/	/3/	/4/	/5/	/6/
Hard to get things to read ...	/1/	/2/	/3/	/4/	/5/	/6/

What other reasons do you have?

____

____

COL.

88. Over the last year, have you read any newspapers regularly?

NO ___1 DK ___2 NR ___3 YES ___4 69

GO TO Q. 89 GO TO Q. 90

89. What are some of the reasons you don't read any newspapers regularly?

1.____ 70-72

2.____

3.____

DK ___7 NR ___8

GO TO Q. 92

CARD 4

90. Over the past year, which newspapers did you read regularly, by that we mean all or most every issue?

NAME

1.____________________ 2.____________________ 4-15

3.____________________ 4.____________________

5.____________________ 6.____________________

DK ____88 NR ____99

91. I am going to read you a list of sections in the newspaper. After each one I read, please tell me if you read it regularly. (CODE FOR EACH ONE.)

		YES	NO	DK	NR	
A.	Front Page	/1/	/2/	/3/	/4/	16
B.	Employment/Classified	/1/	/2/	/3/	/4/	17
C.	Comics	/1/	/2/	/3/	/4/	18
D.	Editorial Page	/1/	/2/	/3/	/4/	19
E.	Sports Page	/1/	/2/	/3/	/4/	20
F.	Horoscope	/1/	/2/	/3/	/4/	21
G.	Food Section	/1/	/2/	/3/	/4/	22
H.	Business	/1/	/2/	/3/	/4/	23
I.	Advertisements	/1/	/2/	/3/	/4/	24
J.	Fashion	/1/	/2/	/3/	/4/	25
K.	Anything else?					

____ 26

92. Over the past year, have you read any magazines regularly?

NO ___1 DK ___2 NR ___3 YES ___4 27

GO TO Q. 93 GO TO Q. 94

93. What are some of the reasons you don't read any magazines regularly?

1.______________________________ 28

2.______________________________

3.______________________________

DK ___7 NR ___8

GO TO Q. 95

94. Over the past year, which magazines did you read regularly?

		SPANISH	ENGLISH	
1.	______________________	/1/	/2/	3
2.	______________________	/1/	/2/	
3.	______________________	/1/	/2/	

DK ___77 NR ___88

95. How many books have you looked over or read in the last year?

_______(RECORD ACTUAL NUMBER) NONE____00 DK ___88 NR ___99 3

GO TO Q. 96 GO TO Q. 100

96. Approximately how many of those books did you read most of or finish?

_______(RECORD ACTUAL NUMBER) NONE____00 DK ___88 NR ___99 3

97. Over the past year have you read books in English, Spanish or both languages?

ENGLISH ___1 SPANISH ___2 BOTH LANGUAGES ___3 DK ___4 NR ___5 4

98. Over the past year, have you read paperback books often, once in a while, or never?

OFTEN . . . . ___1 NEVER ___3 DK ___4 4
ONCE IN A WHILE . . . . ___2 NR ___5

GO TO Q. 99 GO TO Q. 100

COL.

99. Would you say that you like paperback books more, about the same, or less than hardcover books?

MORE ___1 ABOUT THE SAME ___2 LESS THAN ___3 DK___4 NR___5 43

100. Have you read any comic books over the past year?

YES ___1 NO ___2 DK ___3 NR ___4 44

101. Over the past year, have you read any paperbacks with pictures?

YES ___1 NO ___2 DK ___3 NR ___4 45

102. How many books do you own, counting paperbacks: (CODE ONE)

NONE ___1 1-10 Books ___2 11-49 books ___3 50-99 books ___4 46
100-199 books ___5 More than 200 ___6 DK ___7 NR ___8

103. Over the past year, did you get any of your books or reading materials from: (CODE FOR EACH)

	YES	NO	DK	NR	
A. Friends	/1/	/2/	/3/	/4/	4[illegible]
B. Family Members	/1/	/2/	/3/	/4/	[illegible]
C. On the Job	/1/	/2/	/3/	/4/	49
D. Bookstore	/1/	/2/	/3/	/4/	50
E. Public Library	/1/	/2/	/3/	/4/	51
F. Supermarket	/1/	/2/	/3/	/4/	52
G. Newsstand	/1/	/2/	/3/	/4/	53
H. Drugstore	/1/	/2/	/3/	/4/	54
I. Book Club	/1/	/2/	/3/	/4/	55
J. Anywhere else ?					

____ 56

I. PUBLIC LIBRARY

104. Have you gone to the public library for a book or some type of help within the last year?

YES ___1 NO ___2 DK ___3 NR ___4 57

GO TO Q. 105 GO TO Q. 111

105. About how many times have you actually been to a public library in the past year?

________(RECORD ACTUAL NUMBER) DK ___888 NR___999 58-60

106. Which public library or other libraries have you used in the past year?

NAME LOCATION

1.________________________ ________________________

2.________________________ ________________________

DK ___88 NR ___99

107. Have you used the public library in the last six months?

YES ___1 NO ___2 DK ___3 NR ___4

108. Thinking about the last time you used the public library, was the book or help you got from the library really what you wanted.

YES ___1 NO ___2 DK ___3 NR ___4

109. In the past year, did you use the help of any librarian in getting the book or help you needed?

YES ___1 NO ___2 DK ___3 NR ___4

110. In the past year, have you recommended the library to any of your friends as a result of your experience with the library?

YES ___1 NO ___2 DK ___3 NR ___4

GO TO Q. 112

111. In the past year, have you ever thought of going to the public library for a book or some type of help?

YES ___1 NO ___2 DK ___3 NR ___4

112. I am going to read you a list of reasons people sometimes give for not using the public library very often. Do any of these apply to you? (CODE FOR EACH ONE.)

	YES	NO	DK	NR
A. Too far from my home	/1/	/2/	/3/	/4/
B. Did not know it was free	/1/	/2/	/3/	/4/
C. Don't know how to use it	/1/	/2/	/3/	/4/
D. I buy everything I read	/1/	/2/	/3/	/4/
E. I don't have the time	/1/	/2/	/3/	/4/
F. I'm concerned I will lose the library books	/1/	/2/	/3/	/4/
G. I don't like to read	/1/	/2/	/3/	/4/
H. Anything else?				

____

COL.

CARD 5

113. (ASK ONLY IF R. HAS CHILDREN LIVING WITH HIM/HER. SEE Q. 17.) In the past year, have your children used the public library?

YES ___1 NO ___2 DK___3 NR ___4 4

GO TO Q. 114 GO TO Q. 115

114. Have you ever gone there with your child?

YES ___1 NO ___2 DK ___3 NR ___4 5

J. ORGANIZATIONS

Now I have a few questions about groups and organizations that people belong to.

115. Are you now a member of any groups or organizations that meet at regular times -- for example, do you belong to a: (READ CATEGORIES AND CODE FOR EACH ONE.)

	YES	NO	DK	NR	
A. Religious group	/1/	/2/	/3/	/4/	6
B. Political club or organization	/1/	/2/	/3/	/4/	7
C. Social club	/1/	/2/	/3/	/4/	8
D. Sports or hobby club	/1/	/2/	/3/	/4/	9
E. Community service or neighborhood group .	/1/	/2/	/3/	/4/	10
F. Parents group	/1/	/2/	/3/	/4/	11
G. Labor Union	/1/	/2/	/3/	/4/	12
H. Latino club or organization	/1/	/2/	/3/	/4/	13
I. Cultural group	/1/	/2/	/3/	/4/	14
J. Professional association	/1/	/2/	/3/	/4/	15
K. Fraternal organization or lodge	/1/	/2/	/3/	/4/	16
L. Veterans Organization	/1/	/2/	/3/	/4/	17
M. Civil rights group	/1/	/2/	/3/	/4/	18

GO TO Q. 117 GO TO Q. 116

116. There are many reasons why some people do not join groups or organizations, including Latino organizations. I will read you a list of reasons one at a time. As I read each statement please tell me if you agree or disagree with it. (CODE FOR EACH ONE.)

	AGREE	DISAGREE	DK	NR	
A. Organizations serve only their leaders . .	/1/	/2/	/3/	/4/	19
B. No single Latino organization can make positive changes for Latinos	/1/	/2/	/3/	/4/	20
C. Organizations have too many rules and regulations	/1/	/2/	/3/	/4/	21
D. There are better ways of spending my free time	/1/	/2/	/3/	/4/	22
E. You don't need to belong to a Latino group to find out what's happening	/1/	/2/	/3/	/4/	23
F. I support Latino organizations but don't belong to any.	/1/	/2/	/3/	/4/	24

G. Anything else? ________________________________ 25

GO TO Q. 124

FOR ALL RESPONDENTS WHO ARE MEMBERS OF ONE OR MORE ORGANIZATIONS OR GROUPS (SEE Q. 115.) ASK Q. 118-123 ABOUT EACH ORGANIZATION OR GROUP AFTER LISTING GROUPS IN Q. 117.

Q. 117	Q. 118	Q. 119	Q. 120	Q. 121	Q. 122	Q. 123
What are the names of the organizations or groups that you are a member of: PROBE: What other organizations or groups are you a member of:	What kind of group is that? (RECORD VERBATIM) DK ___8 NR ___9	How many years have you been a member of this grp. (RECORD # OF YEARS) DK___88 NR___99	What proportion of members are Latino. Would you say: A few ___1 Most. ___2 All.. ___3 DK .. ___4 NR .. ___5	What is the language used most often at meetings? SPAN __1 ENG __2 BOTH __3 DK __4 NR __5	Within the past 2 yrs have you served as an officer in the grp. YES___1 NO ___2 DK ___3 NR ___4	Do you attend a few, most, or all of the meetings of grp. A few __1 Most. __2 All.. __3 DK .. __4 NA .. __5
1.						
2.						
3.						
4.						
5.						
6.						

478

COL.

124. Have you ever taken part in forming a new group or organization to try to solve some neighborhood problem?

YES ___1 NO ___2 DK ___3 NR ___4 22

GO TO Q. 125 GO TO Q. 127

125. What is the name of that group or organization?

_______________________________________ DK ___888 NR ___999 23-25

126. What kind of problem were you trying to resolve?

____

_______________________________________ DK ___88 NR ___99 26-27

K. POLITICAL PARTICIPATION

RETURN TO Q. 3 (PAGE 2) AND DETERMINE R's COUNTRY OF BIRTH

IF R WAS BORN OUTSIDE U.S. OR PUERTO RICO, GO TO Q. 127.

IF R BORN IN U.S. OR PUERTO RICO GO TO Q. 131

We are also interested in your opinions about policital matters.

127. To begin with, are you now an American citizen or not?

NO ___1 NR ___2 YES ___3 28

GO TO Q. 128 GO TO Q. 130

128. What is your present citizenship status? (RECORD VERBATIM AND CODE ONE CATEGORY)

___________________________(RECORD VERBATIM)

Resident . . . . . ___1
Student Visa . . . ___2
Refugee . . . . . . ___3
Alien . . . . ___4
NR . . . . ___5

Applying for Citizenship ___6 29

GO TO Q. 129 GO TO Q. 137

129. What are some of the reasons why you have not become a U.S. citizen. (RECORD VERBATIM.)

1.____ 30

2.____

3.____

DK ___8 NR ___9

GO TO Q. 137

130. In what year did you become a U.S. citizen? 19___ DK___88 NR___99 33

131. Were you registered to vote in the November 1976 presidential election?

NO ___1 DK ___2 NR ___3 YES ___4 35

GO TO Q. 132 GO TO Q. 133

132. Which of the following reasons affected your decision not to register to vote. (READ EACH CATEGORY AND ASK:) Did this affect your decision not to register?

		YES	NO	DK	NR	
A.	Recently moved here	/1/	/2/	/3/	/4/	3
B.	Not interested in politics in general	/1/	/2/	/3/	/4/	3
C.	Vote would not matter anyway	/1/	/2/	/3/	/4/	3
D.	Lacked transportation	/1/	/2/	/3/	/4/	3
E.	Did not know how to register or	/1/	/2/	/3/	/4/	4
F.	Did not know where to register	/1/	/2/	/3/	/4/	4
G.	Did not prefer any candidate	/1/	/2/	/3/	/4/	4
H.	Hours or place of registration not convenient . .	/1/	/2/	/3/	/4/	4
I.	Most of your friends didn't register	/1/	/2/	/3/	/4/	4
J.	You do not speak English	/1/	/2/	/3/	/4/	4
K.	Did anything else affect your decision not to register to vote? ________________________ ________________________	/1/	/2/	/3/	/4/	4

GO TO Q. 137

133. Some people were not able to vote even though they were registered because they had to work or were sick. What about you, did you vote or not vote?

NO ___1 DK ___2 NR ___3 YES ___4 4

GO TO Q. 134 GO TO Q. 135

134. Which of the following reasons affected your decision not to vote: (READ EACH CATEGORY AND ASK:) Did this affect your decision not to vote?

		YES	NO	DK	NR	COL.
A.	Did not prefer any of the candidates	/1/	/2/	/3/	/4/	48
B.	Had not way to get to the polls	/1/	/2/	/3/	/4/	49
C.	Could not take time off work	/1/	/2/	/3/	/4/	50
D.	Lines were too long	/1/	/2/	/3/	/4/	51
E.	Vote would not matter anyway	/1/	/2/	/3/	/4/	52
F.	Was sick that day	/1/	/2/	/3/	/4/	53
G.	Have a permanent physical disability	/1/	/2/	/3/	/4/	54
H.	Was not interested	/1/	/2/	/3/	/4/	55
I.	Was not sure how to operate voting machines	/1/	/2/	/3/	/4/	56
J.	I lacked information about the issues or candidates	/1/	/2/	/3/	/4/	57
K.	Anything else? ______________________________	/1/	/2/	/3/	/4/	58

____

GO TO Q. 136

135. As you know, the two major presidential candidates last November were Carter and Ford; for whom did you vote?

CARTER ___1 FORD ___2 OTHER (SPECIFY) ___________ ____3 59

DK ____ 4 NR ____5

136. How often have you voted in Chicago elections in the last five years? Would you say: (CODE ONE)

Always ___1 Mostly ___2 Rarely ___3 or Never ___4 DK ___5 NR ___6 60

137. Some people are of the opinion that the Democratic Organization in Chicago is good for the Latinos. Other people think that it is not good for the Latinos. In your opinion, would you say that the Democratic Organization is very good, good, bad, or very bad for the Latinos?

VERY GOOD ___1 GOOD ___2 BAD ___3 VERY BAD ___4 DK ___5 NR___6 61

138. Could you tell me who was the Mayor of Chicago in 1976?

DALEY ___1 INCORRECT ___2 DK ___3 NR ___4 62

139. Could you tell me who is the new Governor of the State of Illinois?

THOMPSON ___1 INCORRECT ___2 DK ___3 NR ___4 63

C

140. How about the two senators of this state. What are their names?

TWO CORRECT (PERCY AND STEVENSON) ___1 NO CORRECT ___3 DK ___4 6
ONE CORRECT (PERCY OR STEVENSON) ___2 NR ___5

141. During political campaigns have you in the past: (CODE FOR EACH.)

	YES	NO	DK	NR	
A. Tried to persuade other to vote for a particular party or candidate?	/1/	/2/	/3/	/4/	6
B. Attended political rallies or meetings?	/1/	/2/	/3/	/4/	6
C. Contributed money to a party or candidate? . .	/1/	/2/	/3/	/4/	6
D. Worked for a party of candidate?	/1/	/2/	/3/	/4/	6

142. Outside of political campaigns, have you in the past: (CODE FOR EACH.)

	YES	NO	DK	NR	
A. Signed a petition addressed to a government representative?	/1/	/2/	/3/	/4/	6
B. Written a letter to a local official?	/1/	/2/	/3/	/4/	7
C. Written your Senator or Congressman?.	/1/	/2/	/3/	/4/	7
D. Contacted in person one of your representatives?	/1/	/2/	/3/	/4/	7

L. LATINO STATUS

Now I would like to ask you a few questions about some other matters that concern you and the Latino community. We'll begin with some of your opinions on the Latino's treatment in Chicago.

143. Do you believe that White Americans treat Latinos better, about the same, or worse than they treat other White Americans?

BETTER ___1 ABOUT THE SAME ___2 WORSE ___3 DK___4 NR ___5 7

144. Over the last 10 years, would you say that the economic conditions of the Latinos in Chicago are getting better, about the same or getting worse?

GETTING BETTER ___1 ABOUT THE SAME ___2 GETTING WORSE ___3 DK__4 NR__5 7

CARD 7

145. I am going to read you a list of public and private organizations and ask you how you would rate them in the ways they treat Latinos. I will read the list one at a time. Do you feel that they are good, average, or bad in the way they treat Latinos? (CODE FOR EACH ONE.)

	GOOD	AVERAGE	BAD	DK	NA	
A. Private employers	/1/	/2/	/3/	/4/	/5/	4
B. Public employers.	/1/	/2/	/3/	/4/	/5/	5
C. Radio and T.V. Stations	/1/	/2/	/3/	/4/	/5/	6
D. Public Schools	/1/	/2/	/3/	/4/	/5/	7

		GOOD	AVERAGE	BAD	DK	NR	COL.
E.	Welfare Department	/1/	/2/	/3/	/4/	/5/	8
F.	Police Department	/1/	/2/	/3/	/4/	/5/	9
G.	Churches	/1/	/2/	/3/	/4/	/5/	10
H.	Grocery Stores	/1/	/2/	/3/	/4/	/5/	11
I.	Department Stores	/1/	/2/	/3/	/4/	/5/	12
J.	Public libraries	/1/	/2/	/3/	/4/	/5/	13
K.	Phone Company	/1/	/2/	/3/	/4/	/5/	14
L.	Gas Company	/1/	/2/	/3/	/4/	/5/	15
M.	Democratic Party	/1/	/2/	/3/	/4/	/5/	16
N.	Republican Party	/1/	/2/	/3/	/4/	/5/	17
O.	Landlords	/1/	/2/	/3/	/4/	/5/	18
P.	Labor Unions	/1/	/2/	/3/	/4/	/5/	19
Q.	Hospitals	/1/	/2/	/3/	/4/	/5/	20
R.	Immigration Service	/1/	/2/	/3/	/4/	/5/	21

146. Do you think that the best way to improve the life of the Latino in Chicago is to organize the Puerto Ricans, Mexicans, or Cubans into separate groups or is it better to organize all Latinos into a single group?

ORGANIZE SEPARATELY ____1 ORGANIZE ALL LATINOS TOGETHER ___2 DK__3 NR__4 22

147. Why do you say that? (RECORD VERBATIM.)

____ 23-28

____

____

____ DK ___88 NR ___99

148. In your opinion, who would you say are the most important Latino people in the city of Chicago?

NAME OF PERSON

1.______________________________ 2.______________________________ 29-64

3.______________________________ 4.______________________________

5.______________________________ 6.______________________________

7.______________________________ 8.______________________________

9.______________________________ 10.______________________________

11.______________________________ 12.______________________________

DK ___888 NR ___999

149. Who is the most important of all? (✓ ONE ABOVE) DK ___888 NR___999 65-67

150. In your opinion, which would you say are the most important Latino organizations in the city of Chicago?

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

DK ___888 NR ___999

151. Which is the most important (✓ ONE ABOVE) DK ___888 NA ___999

M. TELEPHONE

152. Do you have a telephone in your home in working order?

NO ___2 NR ___3 — GO TO Q. 153

YES ___4 — GO TO Q. 155

153. What are some of your reasons for not getting a phone?

1. ____________________
2. ____________________
3. ____________________

DK ___8 NR ___9

154. Have you ever had a telephone in your home here in Chicago?

YES ___1 NO ___2 DK ___3 NR ___4

N. DEMOGRAPHICS

Now we have only a few questions to finish the interview.

COL.

155. Do you own this home, pay rent here, or have some other arrangement?

OWN HOME ___1 PAY RENT ___2 LIVE WITH FAMILY ___3 30

OTHER (SPECIFY) _____________________________4 NR ___5

156. Which of the following best describes your current employment status -- for example are you: (READ EACH CATEGORY. IF MORE THAN ONE, CIRCLE THE LOWEST NUMBER THAT APPLIES.)

Working full time	___1	Going to school.	___5	31
Working part time	___2	Retired	___6	
On strike or temporary lay off. .	___3	Keeping house full time.	___7	
Looking for work.	___4	Unemployed	___8	
		NR	___9	
GO TO Q. 157		GO TO Q. 159		

157. What kind of work do you do? (RECORD VERBATIM.)

____ 32-34

___________________________________ NR ___999

158. If you are working at a job that is not your usual job, what do you usually do? (RECORD VERBATIM.)

______________________________________ NR ___999 35-37

159. (ASK ONLY IF PRESENTLY MARRIED --SEE Q. 13) What kind of work does your (husband/wife) do?

______________________________________ NR ___999 38-40

160. In what year were you born? 19____(YEAR) DK ___88 NR ___99 41-42

161. Please look at this page and tell me in which one of these categories did your own personal income fall last year before taxes. (HAND RESPONDENT LAST PAGE AND CHECK CATEGORY)

CATEGORY _____ DK ___88 NR ___99 43-44

162. (ASK ONLY IF PRESENTLY MARRIED -- SEE Q. 13) Please look at this page again and tell me in which one of these categories did your husband's/wife's) income fall last year before taxes. (HAND RESPONDENT LAST PAGE AND CHECK CATEGORY)

CATEGORY _____ DK ___88 NR ___99 45-46

163. Is there anyone else in your household who worked last year?

YES ___1 — GO TO Q. 164

NO ___2 DK ___3 NR ___4 — GO TO THANK YOU

164. Please look at this page again and tell me in which one of these categories did anyone else's income fall last year before taxes. (CHECK CATEGORY.)

CATEGORY ______ DK ___88 NR ___99

Thank you very much for answering all our questions. Is there something you feel should be said that was not covered in our talk?

____

____

____

NO ___77 DK ___88 NR ___99

Please remember this interview is confidential. We would like to have your name, address, and phone number to send you a summary of the results and to enable us to contact you if we have any further questions.

NAME ______________________________ REFUSED ____

ADDRESS AT WHICH THIS INTERVIEW WAS COMPLETED:

______________________________ REFUSED ____

____

PHONE NUMBER ______________________________ REFUSED ____

Well, we have finished the interview. Thank you very much.

INTERVIEWER FILLS IN BELOW

R's SEX: MALE ___1 FEMALE ___2

TIME INTERVIEW ENDED ______________

A. Under $1,000 a year or under $20 a week.

B. $1,000 to 1,499 a year or $20 to 28.50 a week.

C. $1,500 to 1,999 a year or $29 to 37.50 a week.

D. $2,000 to 2,499 a year or $38 to 47.50 a week.

E. $2,500 to 2,999 a year or $48 to 57.50 a week.

F. $3,000 to 3,999 a year or $58 to 76.50 a week.

G. $4,000 to 4,999 a year or $77 to 95.50 a week.

H. $5,000 to 5,999 a year or $96 to 115.50 a week.

I. $6,000 to 6,999 a year or $116 to 134.50 a week.

J. $7,000 to 9,999 a year or $135 to 192.50 a week.

K. $10,000 to 14,999 a year or $193 to 288.50 a week.

L. $15,000 and over a year or $289 and more a week.

APPENDIX B

SPANISH LANGUAGE INTERVIEW SCHEDULE

L.C.P./O.M.A.R., Inc.
ENERO, 1977

CARD 1

LATINO COMMUNICATIONS PROJECT

COL.

FECHA DE LA ENTREVISTA:____________________ I.D. #:________________________ 1-3

TRACT #:____________ BLOCK #:______________ HORA ENTREVISTA COMENZO:__________

INTRODUCCION

Buenos dias/tardes/noches. Pudiera hablar con el Señor o Señora de la casa? Mi nombre es _______________. Yo trabajo con O.M.A.R., Inc. y nosotros estamos haciendo un estudio con personas de origen o descendencia Mexicana, Puertorriquena, y Cubana. Es usted el jefe de la casa o el esposo/a del jefe de la casa?

Si__1

CONTINUE CON LA INTRODUCCIÓN Y HAGA ENTREVISTA

SI EL SR. O SRA. NO SON MEXICANOS, PUERTORRIQUENOS O CUBANOS TERMINE ENTREVISTA. VAYA A LA PROXIMA CASA

No__2

SI EL JEFE DE LA CASA O SRA. NO ESTAN, PREGUNTE CUANDO PUEDE REGRESAR

DIA__________ HORA________ AM/PM

TELÉFONO__________________

Muchas gracias por acceder a contestar nuestras preguntas. El objetivo de este estudio es conocer las opiniones de personas como usted sobre varios temas.

Sus repuestas se mantendrán confidenciales. Lo que nos interesa obtener son sus opiniones sinceras, asi que conteste cada pregunta dándonos su propia opinión.

Donde pudieramos sentar para hacerle la entrevista? Si usted tiene alguna pregunta o no entiende alguna pregunta por favor digamelo. Bueno. Tiene usted alguna pregunta antes de empezar? (RESPONDA BREVEMENTE Y SIGA A P. # 1)

ENTREVISTADO REUSO LA ENTREVISTA SI__1 NO__2

EXPLIQUE SUS RAZONES____

____

CONTROL	ENTREVISTA	VALIDATION	CODING
FECHA			
PERSONA			

A. ORIGEN & DESCENDENCIA ETNICA

1. Prefería usted que le hiciera las preguntas en Español o Ingles? A mi me da lo mismo hacerla en cualquier idioma.

INGLES____1   ESPAÑOL____2   CUALQUIER____3

USE CUESTIONARIO EN INGLES   USE CUESTIONARIO EN ESPANOL

2. Algunas personas en este barrio prefieren identificarse como Mexicanos-Americanos, Chicanos, Cubanos, Puertorriquenos, o con otros nombres. Como prefiere usted identificarse? (ESCRIBA LA RESPUESTA Y MARQUE LA CATEGORIA APROPIADA)

______________________________(ESCRIBA LA REPUESTA)

MEXICANO-AMERICANO.............____1
MEXICAN........................____2
MEXICANO.......................____3
CHICANO........................____4
PUERTO RIQUENO.................____5
PUERTORRIQUENO.................____6
BORICUA........................____7
CUBAN..........................____8
CUBANO....................____9
LATIN-AMERICAN............____10
LATINO....................____11
HISPANO...................____12
CENTRAL OR SOUTH AMERICAN.____13
OTRO____________________ ____14
NO PREFERENCIA............____15
NR........................____16

3. En que pais nació usted?

PUERTO RICO...____1
MEXICO........____2
CUBA..........____3
OTRO__________
__________.____4
E.E.U.U..____5
NR.......____7

IR A P. # 4   IR A P. # 5

4. En que ano llegó usted por primera vez a los Estados Unidos?

19___   NS____77   NR____88

5. En que pais nació su madre? (MARQUE UNA RESPUESTA)

PUERTO RICO...____1
MEXICO........____2
CUBA..........____3
OTRO__________
__________.____4
E.E.U.U...____5
NS........____6
NR........____7

6. En que pais nació su padre? (MARQUE UNA RESPUESTA)

PUERTO RICO...____1
MEXICO........____2
CUBA..........____3
OTRO__________
__________.____4
E.E.U.U....____5
NS.........____6
NR.........____7

COL.

7. Nació alguno de sus abuelos en: (LEA TODAS LAS CATEGORIAS Y MARQUE LAS QUE APLICAN)

Puerto Rico.........._____1 12
Mexico.............._____2
Cuba................_____3
Otro pais___________
___________________ _____4

E.E.U.U............_____5
NS.................._____6
NR.................._____7

8. Qué palabra prefiere usted usar al describir a todas las personas cuyo idioma nativo es el español que viven en Estados Unidos? (ESCRIBA LA RESPUESTA Y MARQUE LA CATEGORIA APROPIADA. USE LA TERMINOLOGIA DE LA SIGUIENTE PREGUNTA AL REFERIRSE A LATINOS EN GENERAL)

___________________________(LA RESPUESTA) 13

ORIGEN HISPANO....._____1

LATINO............._____2
HISPANO............_____3
LATINO-AMERICANO..._____4

OTRO (ESPECIFIQUE)
______________________ _____5

NO PREFERENCIA........ _____6
NS.................... _____7
NR.................... _____8

B. RESIDENCIA Y FAMILIARES

9. Cuantos años en total lleva usted viviendo en Chicago?

ANOS_________ NS_____88 NR_____99 14-15

10. Cuantos años en total lleva usted viviendo en este barrio?

ANOS_________ NS_____88 NR_____99 16-17

11. Diría usted que la mayoría de las personas en este barrio son: (LEA LAS CATEGORIAS Y MARQUE UNA)

Americanos Blancos....._____1
Americanos Negros......_____2
Cubanos................_____3
Puertorriquenos........_____4
Mexicanos nacidos en Mexico................_____5

Mexicanos nacidos en E.E.U.U.._____6 18
Otros (ESPECIFIQUE)
___________________________. _____7
NS........................... _____8
NR........................... _____9

12. Diría usted que se siente más cerca o se identifica más con personas Latinas que con personas de otros grupos o usted se identifica con todos los grupos por igual?

IDENTIFICA CON LATINOS....._____1 19
IGUAL CON TODOS..........._____2

NS..........._____3
NR..........._____4

13. Está usted en estos momentos casado, separado, viudo, divorciado o nunca se ha casado?

CASADO.......	____1	DIVORCIADO........	____4
SEPARADO.....	____2	NUNCA SE HA CASADO	____5
VIUDO........	____3	NR................	____6

14. Por favor dígame si alguno de los siguientes familiares suyos están viviendo en Chicago ahora. (LEA LAS RESPUESTAS Y MARQUE LAS CATEGORIAS APROPIADAS)

		SI	NO	NS	NR
A.	Sus padres..................	/1/	/2/	/3/	/4/
B.	Hijos mayores...............	/1/	/2/	/3/	/4/
C.	Hermanos o hermanas.........	/1/	/2/	/3/	/4/
D.	Tios o tias.................	/1/	/2/	/3/	/4/
E.	Suegro o suegra.............	/1/	/2/	/3/	/4/
F.	y Compadres.................	/1/	/2/	/3/	/4/

G. (SI LA PERSONA LO MENCIONA)
OTROS (ESPECIFIQUE)

____

15. Cuán a menudo diría usted que habla con sus familiares en Chicago--diría usted que:(LEA CATEGORIAS Y MARQUE UNA)

Varias veces a la semana......	____1	NS........	____4
Una vez la semana.............	____2	NR........	____5
O menos de una vez a la semana	____3		

16. Algunas personas piensan que uno debe de pedir ayuda a sus familiares cuando tiene cualquier problema. Está usted de acuerdo o en desacuerdo con esta forma de pensar?

DE ACUERDO____1 DESACUERDO____2 NS____3 NR____4

C. NINOS Y ESCUELAS

17. Cuantos hijos menores de 19 años viven con usted?

(ESCRIBA NUMERO DE HIJOS)________ NINGUNO____00

IR A P. # 18 IR A P. # 28

18. Qué idioma usa usted más a menudo cuando habla con sus hijos?

INGLES____1 ESPAÑOL____2 AMBOS____3 NR____4

19. Cuál de las siguientes costumbres Latinos desearía usted que sus hijos siguierán--por ejemplo, le guastaría que sus hijos: (MARQUE LA RESPUESTA APROPIADA)

	SI	NO	NS	NR	
A. Visiten familiares que viven fuera de los Estados Unidos............	/1/	/2/	/3/	/4/	33
B. Hablen español.........................	/1/	/2/	/3/	/4/	34
C. Se sientan orgullosos de ser Latinos...	/1/	/2/	/3/	/4/	35
D. Disfruten música Latino................	/1/	/2/	/3/	/4/	36
E. Les guste comida Latina................	/1/	/2/	/3/	/4/	37
F. Celebren festivales/días de fiestas nacionales............................	/1/	/2/	/3/	/4/	38
G. Cualquier otra costumbre?____________________________			/3/	/4/	39

20. Qué cree usted de la idea de enseñar a sus hijos en Español e Inglés en las escuelas de Chicago--cree usted que la educación bilingue en las escuelas de Chicago es una buena idea o una mala idea?

BUENA IDEA_____1 MALA IDEA_____2 NS_____3 NR_____4 40

21. Cuáles son algunas de los razones por las que usted cree que la educación bilingue en las escuelas de Chicago es una buena/mala idea? (ESCRIBA LO QUE EL ENTREVISTADO CREE)

____

____ 41-46

____

NS_____77 NR_____88

22. Cuán satisfecho está usted con la educación que estan recibiendo sus hijos en las escuela--diría usted que usted está: (MARQUE UNA RESPUESTA)

Muy satisfecho.........._____1
Satisfecho............._____2
..........._____3
o Muy ....._____4 47
NS...................._____5
NR...................._____6

23. Porqué usted dice éso? (ESCRIBA)

____ 48-53

______________________________ NS_____77 NR_____88

24. Algún hijo o hija suyo está asistiendo a una escuela que tiene programas bilingues?

SI_____1 NO_____2 NS_____3 NR_____4 54

IRAP. # 25 IRAP. # 28

25. Qué escuelas están ellos asistiendo? (ESCRIBA NOMBRE Y DIRECCION DE ESCUELAS)

NOMBRE DIRECCION

1.____________________ ______________________________

2.____________________ ______________________________

NS____77 NR____88

26. Cuán satisfecho está usted con el programa bilingue de la escuela--diría usted que está: (MARQUE UNA RESPUESTA)

Muy satisfecho..............____1
Satisfecho..................____2
Disatisfecho................____3
o Muy disatisfecho....____4
NS....................____5
NR....................____6

27. Porqué dice usted éso? (ESCRIBA)

____

____ NS____77 NR____88

D. AMIGOS

Ahora le voy a hacer algunas preguntas acerca de sus amigos y de este barrio.

28. Algunas personas en este barrio nos han dicho que prefieren vivir entre persona de su nacionalidad o con otros Latinos. Otros preferirían vivir en un barrio q tenga personas de diferentes nacionalidades--Le gustaría a usted vivir en un barrio con personas de: (LEA CATEGORIAS Y MARQUE UNA)

A. Su misma nacionalidad..................................____1
B. Latinos en general.....................................____2
C. Con Latinos y Americanos Blancos.......................____3
D. Con Latinos y Negros...................................____4
E. Con Americanos Blancos, Negros y Latinos...............____5
F. (SI LA PERSONA LO MENCIONA) OTROS (ESPECIFIQUE)

____......____6

G. NO PREFERENCIA/NS..........____7 NR...........____8

29. Cuánto interés diría usted que tiene en como le está yendo a los Latinos en los Estados Unidos--diría usted que tiene:(MARQUE UNA RESPUESTA)

Mucho interés...................____1
Algún interés...................____2
Poco interés....................____3
Ningún interés.....____4 5
NS.................____5
NR.................____6

COL.

30. Piense por un momento en sus tres mejores amigos o conocidos en Chicago pero que no sean familiares suyos. Ya los seleccionó? Bien, Cuántos de ellos son de origen Latino?

NINGUNO____0 UNO____1 DOS____2 TRES____3 NS____4 NR____5 6

31. Cuántos de estos tres amigos viven en este barrio?

NINGUNO ____0 UNO____2 DOS____3 TRES____3 NS____4 NR____5 7

32. Cuán a menudo diría usted que habla con ellos--diría usted que habla con ellos; (MARQUE UNA RESPUESTA)

Varias veces a la semana.........____1	NS.....____4	8
Una vez a la semana..............____2	NR.....____5	
Menos de una vez a la semana......____3		

E. RECURSOS INTERPERSONALES

33. Imaginese que usted necesita ayuda o consejo sobre como conseguir un trabajo. A quién cree usted que iría a ver--sería alguien que trabaja en una agencia social, grupo de la comunidad, iglesia, o sería un amigo, familiar, o cualquier otro?

AMIGO........____1	AGENCIA SOCIAL.....____6	OTRA RESPUESTA (ESCRIBA)	
FAMILIAR.....____2	GRUPO DE COMUNIDAD.____7	________________________	
OTRA PERSONA.____3	IGLESIA............____8		9-10
NS...........____4	OTRO GRUPO/AGENCIA.____9	________________________	
NR...........____5		____10	
IR A P. # 34	IR A P. # 37	IR A P. # 40	

34. Es el o ella de origen Latino?

SI____1 NO____2 NS____3 NR____4 11

35. Vive el o ella en este barrio?

SI____1 NO____2 NS____3 NR____4 12

36. Trabaja esa persona en una agencia social, grupo de la comunidad, iglesia, u otra organización?

SI____1 NO____2 NS____3 NR____4 13

IR A P. # 40

37. Cómo se llama esa agencia social, grupo de la comunidad, o iglesia?

____ NS____777 NR____888 14-16

COL.

38. Está situada la organización en este barrio?

SI____1 NO____2 NS____3 NR____4 17

39. Es la persona en esa agencia, grupo o iglesia un Latino, Negro o un Americano Blanco?

LATINO____1 NEGRO____2 AMERICANO BLANCO____3 NS____4 NR____5 18

40. En relación a consejos sobre problemas personales, tales como ayudar a un amigo que desea hacerse ciudadano. A quien usted acudiría--Sería alguien que trabaja en una agencia social, grupo de la comunidad, iglesia, o sería algun amigo, familiar, o cualquier otra persona?

AMIGO........____1
FAMILIAR.....____2
OTRA PERSONA.____3
NS...........____4
NR...........____5

IR A P. # 41

AGENCIA SOCIAL.....____6
GRUPO DE COMUNIDAD.____7
IGLESIA...........____8
OTRO GRUPO/AGENCIA.____9

IR A P. # 44

OTRA RESPUESTA (ESCRIBA)
____
____
____10

IR A P. # 47

19-

41. Es el o ella de origen Latino?

SI____1 NO____2 NS____3 NR____4 21

42. Vive el o ella en este barrio?

SI____1 NO____2 NS____3 NR____5 22

43 Trabaja esa persona en una agencia social, grupo de la comunidad, iglesia, u otra organización?

SI____1 NO____2 NS____3 NR____4 23

IR A P. # 47

44. Cómo se llama esa agencia social, grupo de comunidad o iglesia?

______________________________ NS____777 NR____888 24-

45. Está situada la organización en este barrio?

SI____1 NO____2 NS____3 NR____4 27

46. Es la persona en esa agencia social, grupo de comunidad, o iglesia un Latino, Negro, o Americano Blanco?

LATINO____1 NEGRO____2 AMERICANO BLANCO____3 NS____4 NR____5 28

COL.

47. En relación a ayuda o consejo sobre un problema del barrio como el mejorar el sistema para prevenir fuegos. A quíen iría a ver usted-- Sería alguien que trabaja en una agencia social, o grupo de comunidad, iglesia, o sería un amigo, familiar, o cualquier otro?

AMIGO.............____1
FAMILIAR..........____2
OTRA PERSONA......____3
NS................____4
NR................____5

AGENCIA SOCIAL....____6
GRUPO DE COMUNIDAD____7
IGLESIA...........____8
OTROGRUPO/AGENCIA.____9

OTRA RESPUESTA (ESCRIBA)
____
____
____10

29-30

IR A P. # 48 IR A P. # 51 IR A P. # 54

48. Es el o ella de origen Latino?

SI____1 NO____2 NS____3 NR____4 31

49. Vive el o ella en este barrio?

SI____1 NO____2 NS____3 NR____4 32

50. Trabaja esa persona en una agencia social, grupo de comunidad, iglesia, u otra organización?

SI____1 NO____2 NS____3 NR____4 33

IR A P. # 54

51. Cómo se llama esa agencia social, grupo de comunidad, o iglesia?

______________________________ NS____777 NR____888 34-36

52. Está situada la organización en este barrio?

SI____1 NO____2 NS____3 NR____4 37

53. Es la persona en esa agencia social, grupo de comunidad, o iglesia un Latino, Negro, o un Americano Blanco?

LATINO____1 NEGRO____2 AMERICANO BLANCO____3 NS____4 NR____5 38

F. TELEVISION Y RADIO

A continuación le voy a hacer una serie de preguntas sobre el uso de la televisión y radio.

54. Cuántos televisores que funcionan tiene usted en su casa?

____(MARQUE EL # SI UNO O MAS) NINGUNO____0 NS____8 NR____9 39

IR A P. # 55 IR A P. # 57

COL

55. Puede su televisor recibir los canales 26, 32 y 44?

SI_____1   NO_____2   NS_____3   NR_____4   40

56. Tiene usted "Cable" TV?

SI_____1   NO_____2   NS_____3   NR_____4   41

57. Estamos interesados con que frecuencia vió usted televisión durante los últimos 7 días--diría usted que: (MARQUE UNA)

La vió todos los dias....._____1	No vió televisión....._____4	42
Varios días a la semana..._____2	NS...................._____5	
Un solo día..............._____3	NR...................._____6	
IR A P. # 58	IR A P. # 60	

58. En referencia a los últimos siete días, cuantas horas vió usted televisión en un día promedia?

_____HORAS   _____(MINUTOS)   NS_____77   NR_____88   43-

59. Cuál es su programa de televisión favorito?

_______________________________(PROGRAMA)   NINGUNO_____00   NS_____77

NR_____88   45-

60. Durante los ultimos 7 días, con que frecuencia vió usted programas en Español--Diría usted que los vió: (MARQUE UNA)

Todos los días........._____1	No vió televisión en Español.._____4	47
Varios días a la semana_____2	NS............................_____5	
Un solo día..........._____3	NR............................_____6	
IR A P. # 61	IR A P. # 64	

61. En general, diría usted que ve más television en Español o en Inglés?

ESPANOL_____1   INGLES_____2   CASI LO MISMO_____3   NS_____4   NR_____5   48

62. Le voy a leerle una lista de programas de TV en Español. Dígame cuales usted ha visto en los últimos siete días. (MARQUE CADA PROGRAMA)

	SI	NO	NS	NR	
1. Mundo Hispano La Señora Joven (1-2 PM)....	/1/	/2/	/3/	/4/	49
2. Así es Mi Tierra (Cardenas 1-2:30 PM)....	/1/	/2/	/3/	/4/	50
3. Mundo Juguette (5-5:30 PM)...............	/1/	/2/	/3/	/4/	51
4. Milagro de Vivir (5:30-6:30 PM)..........	/1/	/2/	/3/	/4/	52
5. Información 26 (6:30-7:00 PM)............	/1/	/2/	/3/	/4/	53
6. La Hora Preferida (7-8 PM)................	/1/	/2/	/3/	/4/	54
7. El Mundo de Carlos Agrelo (7-8 PM)........	/1/	/2/	/3/	/4/	55

	SI	NO	NS	NR	COL.
8. Cazando Estrellas (7-8 PM)	/1/	/2/	/3/	/4/	56
9. Ayuda (7-8 PM)	/1/	/2/	/3/	/4/	57
10. Viernes Espectaculares (7-8 PM)	/1/	/2/	/3/	/4/	58
11. Lucha Libre (8-9 PM)	/1/	/2/	/3/	/4/	59
12. Especiales de Silvia Pinal (8-9 PM)	/1/	/2/	/3/	/4/	60
13. La Hora Familiar (8-9 PM)	/1/	/2/	/3/	/4/	61
14. El Super Goya Show (8-9 PM)	/1/	/2/	/3/	/4/	62
15. Las Fieras Novela (8-9 PM)	/1/	/2/	/3/	/4/	63
16. Especiales (9-10 PM)	/1/	/2/	/3/	/4/	64
17. Entre Amigos	/1/	/2/	/3/	/4/	65
18. Muy Agradecido (9-9:30 PM)	/1/	/2/	/3/	/4/	66
19. Exitos Musicales (9:30-10 PM)	/1/	/2/	/3/	/4/	67
20. Tony Quintana (9-10 PM)	/1/	/2/	/3/	/4/	68
21. Viernes Espectaculares (9-10 PM)	/1/	/2/	/3/	/4/	69
22. Hogar Dulce Hogar (9:30-10 PM)	/1/	/2/	/3/	/4/	70
23. Informacion 26 (10-10:30 PM)	/1/	/2/	/3/	/4/	71
24. Barata de Primavera (10:30-11:30 PM)	/1/	/2/	/3/	/4/	72
25. Chesperito (9-10 PM)	/1/	/2/	/3/	/4/	73
26. Varios (10-11 PM)	/1/	/2/	/3/	/4/	74
27. Adventuras de Capulina (11-12 PM)	/1/	/2/	/3/	/4/	75
28. Show Jibaro (12-1 PM)	/1/	/2/	/3/	/4/	76
29. Una Cita Con Palomo	/1/	/2/	/3/	/4/	77
30. Una Pelicula del Sabado (9:30-11 PM)	/1/	/2/	/3/	/4/	78

CARD 3

63. Cuál es su programa favorito de los que acabo de mencionar?

________________________________ NINGUNO_____00 NS_____77 NR_____88 4-5

64. Nos guastaría saber cuanto depende usted de la televisión para enterarse acerca de la comunidad Latina--Diría usted que depende mucho, un poco, o casi nada en la televisión para enterarse acerca de la comunidad Latina.

MUCHO_____1 UN POCO_____2 CASI NADA_____3 NS_____4 NR_____5 6

65. Cuántos radios que funcionan tiene usted en su casa?

__________(MARQUE #) NINGUNO_____0 NS_____8 NR_____9 7

CO

66. Durante los últimos 7 dias, con que frecuencia escuchó la radio--Diría usted que escuchó: (MARQUE UNA SOLA RESPUESTA)

Todos los días..........____1	No eschucho la radio..____4
Varios días a la semana.____2	NS....................____5
Un solo día.............____3	NR....................____6
IR A P. # 67	IR A P. # 69

8

67. En referencia a los últimos siete dias, cuantas horas escuchó la radio en un día promedia?

____HORAS ____(MINUTOS) NS____77 NR____88 9

68. Cuál es su programa de radio favorito?

________________________ NINGUNO ____00 NS____77 NR____88 1

69. Durante los últimos 7 días, con que frecuencia escuchó usted la radio en Español--Diría usted que escucho: (MARQU UNA RESPUESTA)

Todos los días..........____1	No escucho la radio..____4
Varios días a la semana.____2	NS...................____5
Un solo día.............____3	NR...................____6
IR A P. # 70	IR A P. # 73

1

70. En general, diría usted que escucha más programas de radio en Español o más en Inglés?

ESPANOL____1 INGLES____2 CASI LO MISMO____3 NS____4 NR____5

71. Le voy a leer una lista de programas de radio en Español. Por favor dígame cuales ha escuchado usted en los últimos 7 días: (MARQUE CADA PROGRAMA)

PROGRAMA	DIRECTOR	SI	NO	NS	NR
1. Cascabeles de la Alegria	Leon Sori	/1/	/2/	/3/	/4/
2. Buenos Días Chicago	J. Salamanca	/1/	/2/	/3/	/4/
3. El Periodico del Aire	O. Miranda	/1/	/2/	/3/	/4/
4. El Show de Pelencho	O. Miranda	/1/	/2/	/3/	/4/
5. La Voz de las Antillas	Jose Colon	/1/	/2/	/3/	/4/
6. Gazeta Deportiva................	A. Londoño	/1/	/2/	/3/	/4/
7. El Show de Raul Cardona	R. Cardona	/1/	/2/	/3/	/4/
8. Variedad Musical	C. Arroyo	/1/	/2/	/3/	/4/
9. Rey Gonzalez Presenta	R. Gonzalez	/1/	/2/	/3/	/4/
10. Serenata Matutina	José Chapa	/1/	/2/	/3/	/4/
11. Club Latino del Aire	H. Bellagamba	/1/	/2/	/3/	/4/
12. El Show de Jr. Cardona	R. Cardona	/1/	/2/	/3/	/4/
13. Impactos Musicales..............	J. Valenzuela	/1/	/2/	/3/	/4/
14. Radio Club Familiar	Dias y Perez	/1/	/2/	/3/	/4/

PROGRAMA	DIRECTOR	SI	NO	NS	NR	COL.
15. Exitos Musicales	Tony Juarbe	/1/	/2/	/3/	/4/	29
16. Controversiad Musicales	W. Gonzales	/1/	/2/	/3/	/4/	30
17. Domineos Alegres	W. Gonzalez	/1/	/2/	/3/	/4/	31
18. La Hora Fronteriza	M. Gonzalez	/1/	/2/	/3/	/4/	32
19. Radiograma	D. Bucchini	/1/	/2/	/3/	/4/	33
20. Radio Ideal	E. Ledesma	/1/	/2/	/3/	/4/	34
21. Radio Voces	E. Ledesma	/1/	/2/	/3/	/4/	35
22. Dimension L.P.	Luis Lesmes	/1/	/2/	/3/	/4/	36
23. Serenata de Media Noche	Luis Lesmes	/1/	/2/	/3/	/4/	37
24. Radio Publimet	Santillana	/1/	/2/	/3/	/4/	38
25. Mosaico Musical	J. Salinas	/1/	/2/	/3/	/4/	39
26. La Hora Espectacular	E. Velasquez	/1/	/2/	/3/	/4/	40
27. Fiesta Regional	A. Villareal	/1/	/2/	/3/	/4/	41
28. Radio Publimet	Perez y Martinez	/1/	/2/	/3/	/4/	42
29. Latin Explosion	J. Montenegro	/1/	/2/	/3/	/4/	43
30. La Hora del Templo	J. Montenegro	/1/	/2/	/3/	/4/	44
31. Pentagrama Latino	J. Portillo	/1/	/2/	/3/	/4/	45
32. Anochecer Musical	C. Naranjo	/1/	/2/	/3/	/4/	46

72. Cuál es su programa de radio favorito entre los que acabo de leer?

____________________________(NOMBRE) NINGUNO_____00 NS_____77 NR_____88 47-48

73. Nos guastaría saber cuanto depende usted de la radio para enterarse acerca de la comunidad Latina. Diría usted que depende mucho, un poco, o casi nada de la radio para enterarse acerca de la comunidad Latina.

MUCHO_____1 UN POCO_____2 CASI NADA_____3 NS_____4 NR_____5 49

G. EDUCACION

74. Cuál fue el último año que usted terminó el na escuela?

_____ANO NS_____88 NR_____99 50-51

SI TIENE MENOS DE 12 ANOS IR A P. # 75
SI TIENE MAS DE 12 ANOS IR A P. # 76

75. Obtuvo usted el diploma de High School en el programa de G.E.D.?

SI_____1 NO_____2 NS_____3 NR_____4 52

CO

76. Ha tomado usted alguna vez clases de Inglés como segunda idioma?

SI_____1 NO_____2 NS_____3 NR_____4 53

IR A P. # 77 IR A P. 78

77. Está usted tomando alguna de estas clases actualmente?

SI_____1 NO_____2 NS_____3 NR_____4 54

78. Ha tomado usted alguna vez clases para adultos con excepción de clases de Inglés?

SI_____1 NO_____2 NS_____3 NR_____4 55

IR A P. # 79 IR A P. # 80

79. Las está tomando actualmente?

SI_____1 NO_____2 NS_____3 NR_____4 56

H. LECTURA

80. Que idioma utiliza usted más a menudo al conversar?

INGLES_____1 ESPANOL_____2 AMBOS POR IGUAL_____3 NS_____4
NR_____5 57

81. Que idioma diría usted que habla mejor: el Inglés o el Español?

INGLES_____1 ESPANOL_____3 AMBOS POR IGUAL_____4 NS_____4 NR_____5 58

82. Diría usted que lee en Español bien, promedio, mal o no sabe leer?

BIEN_____1 PROMEDIO_____2 MAL_____3 NO LEE _____4 NS_____4 NR_____5 59

83. Diría usted que lee en Inglés bien, promedio, mal o no sabe leer?

BIEN_____1 PROMEDIO_____2 MAL_____3 NO LEE _____4 NS_____4 NR_____5 60

SI R LEE EN 2 IDIOMAS
IR A P. # 84

SI R LEE 1 IDIOMA
IR A P. # 85 O 86

SI R NO LEE NINGUN IDIOMA
IR A P. # 105

84. En qué idioma lee usted más a menudo?

INGLES_____1 ESPANOL_____2 AMBOS POR IGUAL_____3 NS_____4 NR_____5 61

85. En general, cuánto disfruta usted al leer en Inglés--Diría usted que lo disfruta: (MARQUE UNA CATEGORIA)

Mucho_____1 Poco_____2 Casi Nada_____3 NS_____4 NR_____5 62

COL.

86. Diría usted que disfruta al leer en Español: (MARQUE UNA CATEGORIA)

Mucho_____1 Poco_____2 Casi Nada_____3 NS_____4 NR_____5 63

IR A P. # 88 IR A PREGUNTA # 87

87. Le voy a leer algunas de las razones que la gente da para no leer mucho. Estas razones se aplican a cualquier persona. Por favor dígame si usted está muy de acuerdo, de acuerdo, desacuerdo, o muy desacuerdo con cada razon.

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NS -	NR	
A. Leer es una perdida de tiempo............	/1/	/2/	/3/	/4/	/5/	/6/	64
B. No tengo tiempo para leer............	/1/	/2/	/3/	/4/	/5/	/6/	65
C. No hay nada que me interese leer.........	/1/	/2/	/3/	/4/	/5/	/6/	66
D. Es difícil conseguir material de leer......	/1/	/2/	/3/	/4/	/5/	/6/	67

E. Qué otras razones tiene usted? 68

____

____

88. Ha leido algún periodico regularmente en este último año?

NO_____1 NS_____2 NR_____3 SI_____4 69

IR A P. # 89 IR A P. # 90

89. Cuáles son algunas de las razones por que no lee periodicos regularmente?

1.____ 70-72

2.____

3.____

NS_____7 NR_____8

IR A P. # 92

COL

CAR

90. Qué periodicos ha leido usted regularmente durante este último año--Esto es, qué periodicos ha leido usted todos o casi todos los números?

NOMBRE

1.______________________________ 2.______________________________ 4-1

3.______________________________ 4.______________________________

5.______________________________ 6.______________________________

NS________88 NR_____99

91. Le voy a leer una lista de las secciones de un periodico. A medida que los voy leyendo, dígame si usted lee regularmente. (MARQUE UNA RESPUESTA POR CADA SECCION)

SECCION	SI	NO	NS	NR	
A. Primera página.......	/1/	/2/	/3/	/4/	16
B. Empleo-Classificados.	/1/	/2/	/3/	/4/	17
C. Tiras comicas........	/1/	/2/	/3/	/4/	18
D. Pagina editorial.....	/1/	/2/	/3/	/4/	19
E. Paginas deportivas...	/1/	/2/	/3/	/4/	20
F. Horoscopo............	/1/	/2/	/3/	/4/	21
G. Seccion de comida....	/1/	/2/	/3/	/4/	22
H. Negocios.............	/1/	/2/	/3/	/4/	23
I. Anuncios.............	/1/	/2/	/3/	/4/	24
J. Modas................	/1/	/2/	/3/	/4/	25
K. Otro?					
____________________	/1/	/2/	/3/	/4/	26

92. Ha leido usted regularmente alguna revista durante el último año?

NO_____1 NS_____2 NR_____3 SI_____4 27

IR A P. # 93 IR A P. # 94

93. Cuales son algunas de las razones por que usted no lee revistas regularmente?

1.____ 28-

2.____

3.____

NS__________7 NR_____8

IR A PREGUNTA # 95

COL.

94. Qué revistas ha leido usted regularmente durante el último año?

ESPANOL INGLES
1.____ /1/ /2/ 31-36
2.____ /1/ /2/
3.____ /1/ /2/

NS____77 NR____88

95. Cuántos libros ha leido parcial o totalmente el el último año?

__________(MARQUE #) NINGUNO____00 NS____88 NR____99 37-38

IR A P. # 96 IR A P. # 100

96. Aproximadamente cuantos de esos libros acabo o lo leyo casi todo?

________(MARQUE #) NINGUNO____00 NS____88 NR____99 39-40

97. Durante este último año ha leido usted libros en español, inglés o ambos idiomas?

INGLES____1 ESPANOL____2 AMBOS IDIOMAS____3 NS____4 NR____5 41

98. Durante el último año, ha leido libros de bolsillo a menudo, de vez en cuando o nunca?

A MENUDO............____1 NUNCA____3 NS____4 NR____5 42
DE VEZ EN CUANDO....____2

IR A P. # 99 IR A P. # 100

99. Diría usted que prefiere libros aquellos de cubierta suave, más, igual, o menos que libros con cubierta dura?

MAS____1 IGUAL____2 MENOS____3 NS____4 NR____5 43

100. Ha leido usted libros cómicos en el último año?

SI____1 NO____2 NS____3 NR____4 44

101. Ha leido algunas fotonovelas durante el último año?

SI____1 NO____2 NS____3 NR____4 45

102. Cuantos libros tiene usted incluyendo libros de bolsillo--Diría usted que tiene entre: (MARQUE UNA CATEGORIA)

NINGUNO____1 1-10 libros____2 11-49 libros____3 50-99 libros____4 46
100-199 libros____5 200 o mas____6 NS____7 NR____8

103. Durante el último año dónde obtuvo usted libros y otros materiales de lectura--Obtuvo usted materiales de: (MARQUE UNA RESPUESTA POR CADA CATEGORIA)

		SI	NO	NS	NR	COL
A.	Amigos........................	/1/	/2/	/3/	/4/	47
B.	Familiares....................	/1/	/2/	/3/	/4/	48
C.	En el trabajo.................	/1/	/2/	/3/	/4/	49
D.	Libreria......................	/1/	/2/	/3/	/4/	50
E.	Biblioteca publica............	/1/	/2/	/3/	/4/	51
F.	Supermercado..................	/1/	/2/	/3/	/4/	52
G.	Puesto de revistas............	/1/	/2/	/3/	/4/	53
H.	Droguerias....................	/1/	/2/	/3/	/4/	54
I.	Clubo de libros...............	/1/	/2/	/3/	/4/	55
J.	Cualquier otro lugar?..........					
	____________________(ESPECIFIQUE)		/2/	/3/	/4/	56

I. BIBLIOTECA PUBLICA

104. Ha ido usted a la biblioteca publica para solicitar algún libro o por algún otro tipo de ayuda durante el último año?

SI____1 NO____2 NS____3 NR____4 57

IR A P. # 105 IR A P. # 111

105. Cuántas veces ha usado usted la biblioteca pública en el último año?

________(MARQUE # VECES) NS____888 NR____999 5

106. Que biblioteca pública o otras bibliotecas ha usado usted en el último año?

NOMBRE	DIRECCION	
1.__________________________	____________________________________	6
2.__________________________	____________________________________	

NS____88 NR____99

107. Ha usado la biblioteca en los últimos seis meses?

SI____1 NO____2 NS____3 NR____4 6

108. La última vez que usted usó la biblioteca pública pudo usted obtener el libro o la ayuda que usted necesitaba?

SI____1 NO____2 NS____3 NR____4 6

109. Utilizó usted los servicios del bibliotecario para obtener el libro o la informacion en el último año?

SI____1 NO____2 NS____3 NR____4 67

110. En el último año ha recomendado a sus amigos que usen la biblioteca, basado en la experencia que usted ha tenido al ir a la biblioteca?

SI____1 NO____2 NS____3 NR____4 68

IR A P. 112

111. Ha pensado usted el el último año en ir a la biblioteca pública para pedir algún libro o solicitar algún tipo de ayuda?

SI____1 NO____2 NS____3 NR____4 69

112. Voy a leer una lista de razones que las personas algunas veces dan cuando no utilizan las bibliotecas públicas muy a menudo. Por favor dígame cuáles se aplican a usted. (MARQUE UNA RESPUESTA POR CADA CATEGORIA)

		SI	NO	NS	NR	
A.	Muy lejos de casa..................	/1/	/2/	/3/	/4/	70
B.	No sabía que era gratis.............	/1/	/2/	/3/	/4/	71
C.	No sabe solicitar el servicio de la biblioteca....................	/1/	/2/	/3/	/4/	72
D.	Compra todo lo que lee..............	/1/	/2/	/3/	/4/	73
E.	No tengo mucho tiempo libre.........	/1/	/2/	/3/	/4/	74
F.	Le preocupa perder los libros de la biblioteca......................	/1/	/2/	/3/	/4/	75
G.	No me gusta leer....................	/1/	/2/	/3/	/4/	76
H.	Tiene otra razón?.................. ________________________________	/1/	/2/	/3/	/4/	77

113. (HAGA LA SIGUIENTE PREGUNTA SI R TIENE NINOS VIVIENDO EN LA CASA--P. # 17, SI NO TIENE NINOS IR A P. # 115) CARD 5

Sus niños han utilizado la biblioteca pública en algun ocasión?

SI____1 NO____2 NS____3 NR____4 4

IR A P. # 114 IR A P. # 115

114. Ha ido usted a la biblioteca con sus hijos?

SI____1 NO____2 NS____3 NR____4 5

J. ORGANIZACIONES

Le voy a hacer una serie de preguntas sobre grupos y organizaciones en las que participan personas.

115. Es usted en estos moments miembro de alguna organización que se reune regularmente--por ejemplo, pertenece usted a: (LEA LAS CATEGORIAS Y MARQUE CADA UNA)

	SI	NO	NS	NR	
A. Grupo religioso	/1/	/2/	/3/	/4/	6
B. Club u organización política	/1/	/2/	/3/	/4/	7
C. Club para hombres/mujeres	/1/	/2/	/3/	/4/	8
D. Grupo de deportivo o hobby	/1/	/2/	/3/	/4/	9
E. Grupo de la comunidad	/1/	/2/	/3/	/4/	10
F. Grupo de padres	/1/	/2/	/3/	/4/	1
G. Sindicato de trabajores	/1/	/2/	/3/	/4/	1
H. Organización o club Latino	/1/	/2/	/3/	/4/	1
I. Grupo cultural	/1/	/2/	/3/	/4/	1
J. Asociacion profesional	/1/	/2/	/3/	/4/	1
K. Grupo fraternal	/1/	/2/	/3/	/4/	1
L. Organización de veteranos	/1/	/2/	/3/	/4/	1
M. Grupo pro derechos civiles	/1/	/2/	/3/	/4/	1
	IR A P. #117	IR A P. # 116			

116. Hay muchas razones por las cuales algunas personas no pertenecen a organizaciones incluyendo organizaciones latinas. Le voy a leer una lista de razones, por favor dígame si usted esta de acuerdo o desacuerdo con cada una de ellas. (MARQUE RESPUESTA POR CADA CATEGORIA)

	ACUERDO	DESACUERDO	NS	NR	
A. Las organizaciones sirven solamente a sus lideres	/1/	/2/	/3/	/4/	1
B. Ninguna organizacion latina puede hacer cambios positivos para los latinos	/1/	/2/	/3/	/4/	2
C. Las organizaciones tienen muchas reglas y regulaciones	/1/	/2/	/3/	/4/	2
D. Hay mejores formas de pasar mi tiempo libre	/1/	/2/	/3/	/4/	2
E. No necesito ser miembro de una organización para saber lo que está pasando en la comunidad latina	/1/	/2/	/3/	/4/	2

CONTINUADO EN LA PROXIMA PAGINA

	ACUERDO	DESACUERDO	NS	NR	COL.
F. Respalda las organizaciones latinas pero no pertenece a ninguna...............	/1/	/2/	/3/	/4/	24
G. Tiene usted otras razones? ____	/1/	/2/	/3/	/4/	25

IR A PREGUNTA # 124

A TODOS LOS ENTREVISTADOS QUE SON MIEMBROS DE ORGANIZACIONES O GRUPOS (P. #115) VAYA AL CHART Y HAGA PREGUNTAS #118 A #123 SOBRE CADA GRUPO. MARQUE LAS RESPUESTAS EN EL CHART.

P. #117	P. #118	P. #119	P. #120	P. #121	P. #122	P. # 123
Cuáles son los nombres de las organizaciones en las que Ud. es miembro? PROBE: Alguna otra organización?	Qué clase de organizacion es aquel grupo? NS ___8 NR ___9	Cuántos años ha sido Ud. miembro? (MARQUE # DE ANOS) NS ___88 NR ___99	Qué proporción de los miembros son Latinos? Diría Ud. que son: Pocos ___1 Mayoría ___2 Todos ___3 NS ___4 NR ___5	Que idioma usan mas frecuentemente en las reuniones? ESPANOL ___1 INGLES ___2 AMBOS ___3 NS ___4 NR ___5	En los últimos 2 años ha sido Vd. dirigente? SI ___1 NO ___2 NS ___3 NR ___4	Participa Vd. en pocas reuniones, la mayoria o todas? POCAS ___1 MAYORIA ___2 TODAS ___3 NS ___4 NR ___5
1.						
2.						
3.						
4.						
5.						
6.						510

CARD 6

COL.

124. Ha tomado usted parte en la formación de un nuevo grupo u organización para tratar de resolver algún problema de la comunidad?

SI____1   NO____2   NS____3   NR____4   22

IR A P. # 125   IR A PREGUNTA # 127

125. Cuál es el nombre de ese grupo u organización?

________________________________ NS____888   NR____999   23-25

126. Qué tipo de problemas estaban ustedes tratando de resolver?

____

________________________________ NS____88   NR____99   26-27

K. PARTICIPACION POLITICA

VOLVER A P. # 3 (PAGINA 2) Y DETERMINAR R'S LUGAR DE NACIMIENTO

SI R NACIO FUERA DE E.E.U.U. O PUERTO RICO IR A P. # 127

SI R NACIO EN E.E.U.U. O PUERTO RICO IR A P. # 131

Nosotros también estamos interesados en conocer sus opiniones sobre temas políticos.

127. Para comenzar, es usted ciudadano Americano?

NO____1   NR____2   SI____3   28

IR A P. # 128   IR A P. # 130

128. Cuál es su ciudadania actual? (ESCRIBA LA RESPUESTA Y MARQUE LA CATEGORIA APROPIADA)

________________________(R'S RESPUESTA)

RESIDENTE....................____1
VISA DE ESTUDIANTE........____2
REFUGIADO...................____3
EXTRANJERO.................____4
NR.............................____5

HA APLICADO PARA
PARA HACERSE CIUDADANO...____6   29

IR A P. # 129   IR A P. # 137

129. Cuáles son algunas de las razones porque no se ha hecho ciudadano de E.E.U.U.

1.____   30-32

2.____

3.____

NS____8   NR____9

IR A P. # 137

130. En qué año se hizo usted ciudadano de E.E.U.U.?

19___ NS____88 NR____99

131. Estuvo usted registrado para votar en las elecciones presidenciales de Noviembre 1976?

NO____1 NS____2 NR____3 SI____4

IR A PREGUNTA # 132 IR A P. # 133

132. Cuáles de las siguientes razones afectaron su desición de no registrarse para votar? (LEA CADA CATEGORIA Y PREGUNTE:) Afectó su desición?

		SI	NO	NS	NR
A.	Se mudó recientemente en este barrio........	/1/	/2/	/3/	/4/
B.	No le interesa la politica.................	/1/	/2/	/3/	/4/
C.	Cree que su voto no es importante...........	/1/	/2/	/3/	/4/
D.	No tenía transportacion....................	/1/	/2/	/3/	/4/
E.	No sabía como registrarse..................	/1/	/2/	/3/	/4/
F.	No sabía donde registrarse.................	/1/	/2/	/3/	/4/
G.	No prefería ningún candidato...............	/1/	/2/	/3/	/4/
H.	Los lugares y las horas de registracion no eran convenientes.......................	/1/	/2/	/3/	/4/
I.	Muchos de sus amigos no se registraron......	/1/	/2/	/3/	/4/
J.	Usted no habla inglés......................	/1/	/2/	/3/	/4/
K.	Que otras razones afectaron su desición?.... ______________________________ ______________________________	/1/	/2/	/3/	/4/

IR A P. # 137

133. Algunas personas no pudieron votar aunque estaban registrados porque tuvieron que trabajar, o estuvieron enfermos, Pudo usted votar?

NO____1 NS____2 NR____3 SI____4

IR A P. # 134 IR A P. # 135

134. Cual de las siguientes razones afectaron su desicion de no votar? (LEA CADA CATEGORIA Y PREGUNTE:) Afecto su desicion no votar?

		SI	NO	NS	NP
A.	No prefería ningún candidato...............	/1/	/2/	/3/	/4/
B.	No tenía como ir a votar...................	/1/	/2/	/3/	/4/

CONTINUADO EN LA PROXIMA PAGINA

		SI	NO	NS	NR	COL.
C.	No podía salir en horas de trabajo.............	/1/	/2/	/3/	/4/	50
D.	Había filas muy largas..........................	/1/	/2/	/3/	/4/	51
E.	Cree que su voto no es importante.............	/1/	/2/	/3/	/4/	52
F.	Estaba enfermo ese día..........................	/1/	/2/	/3/	/4/	53
G.	Tengo un impedimento físico....................	/1/	/2/	/3/	/4/	54
H.	No estaba interesado............................	/1/	/2/	/3/	/4/	55
I.	No estaba seguro del funcionamiento de las máquinas..	/1/	/2/	/3/	/4/	56
J.	No tenía información acerca de las temas o candidatos.................................	/1/	/2/	/3/	/4/	57
K.	Algo mas?______________________________ ____	/1/	/2/	/3/	/4/	58

IR A P. # 136

135. Como usted sabe, los candidatos presidenciales en Noviembre fueron Carter y Ford: por quién votó usted?

CARTER_____1 FORD_____2 OTRO__________ _____3 NS_____4 NR_____5 59

136. Cuán a menudo ha votado en elecciones locales en los últimos 5 anos--Diría usted que ha votado: (MARQUE UNA RESPUESTA)

Siempre_____1 Casi siempre_____2 Rara vez_____3 o Nunca____4 NS___5
NR___6 60

137. Algunas personas piensan que la organización democrata en Chicago es buena para todos los Latinos. Otras personas piensan que no es buena para los Latinos. En su opinión, diría usted que la organización democrata es muy buena, buena, mala, o muy mala para los Latinos?

MUY BUENA____1 BUENA____2 MALA____3 MUY MALA____4 NS____5 NR___6 61

138. Pudiera usted decirme el nombre del Alcalde de Chicago en 1976?

DALEY_____1 INCORRECTA_____2 NS_____3 NR_____4 62

139. Pudiera usted decirme quien es el governador del estado de Illinois?

THOMPSON_____1 INCORRECTA_____2 NS_____3 NR_____4 63

140. Y acerca de los 2 senadores de este estado, cuales son sus nombres?

2 CORRECTOS (PERCY Y STEVENSON)_____1 NO CORRECTO_____3 NS_____4
1 CORRECTO (PERCY O STEVENSON)_____2 NR_____5 64

141. Durante campañas políticas en el pasado, usted: (LEA LAS CATEGORIAS Y MARQUE CADA UNA)

	SI	NO	NS	NR	
A. Trató de persuadir a otros a votar por un partido o candidato particular..........................	/1/	/2/	/3/	/4/	65
B. Asistió a mitines o reuniones políticas..........................	/1/	/2/	/3/	/4/	66
C. Contribuyó con dinero a partidos políticos o candidatos..............	/1/	/2/	/3/	/4/	67
D. Trabajó para un partido o candidato.	/1/	/2/	/3/	/4/	68

142. Fuera de campañas políticas, en el pasado usted: (LEA LAS CATEGORIAS Y MARQUE CADA UNA)

	SI	NO	NS	NR	
A. Firmó una petición dirijida a un representante del govierno.......	/1/	/2/	/3/	/4/	69
B. Escribió una carta a un oficial local..............................	/1/	/2/	/3/	/4/	70
C. Escribió a su senador o congresista.........................	/1/	/2/	/3/	/4/	71
D. Se puso en contacto personalmente con uno de sus representantes.......	/1/	/2/	/3/	/4/	72

L. POSICION DE LA COMUNIDAD LATINA

Ahora me gustaria preguntarle sobre otros temas que concierne a usted y la comunidad Latina. Comenzaremos con algunos de sus opiniones acerca del trato que reciben Latinos en Chicago.

143. Cree usted que los Americanos Blancos tratan a los Latinos mejor, igual, o peor come se tratan ellos mismos?

MEJOR_____1 IGUAL_____2 PEOR_____3 NS_____4 NR_____5 73

144. En los últimos 10 anos diría usted que las condiciones economicas de los Latinos en Chicago están mejorandose, manteniendose igual, o empeorandose?

MEJORANDOSE_____1 MANTENIENDOSE IGUAL_____2 EMPEORANDOSE_____3

NS_____4 NR_____5 74

COL.

CARD 7

145. Le voy a leer una lista de organizaciónes publicas y privadas y quisiera pedirle que los evaluara en la forma que ellos tratan a los Latinos. Por ejemplo, tratan a los Latinos bien, regular, o mal? (MARQUE CADA CATEGORIA)

	BIEN	REGULAR	MAL	NS	NR	
A. Empleadores privados.....	/1/	/2/	/3/	/4/	/5/	4
B. Empleadores publicos.....	/1/	/2/	/3/	/4/	/5/	5
C. Estaciones Radio y TV....	/1/	/2/	/3/	/4/	/5/	6
D. Escuelas publicas........	/1/	/2/	/3/	/4/	/5/	7
E. Departamento de Bienestar................	/1/	/2/	/3/	/4/	/5/	8
F. Departamento de Policia..	/1/	/2/	/3/	/4/	/5/	9
G. Iglesias.................	/1/	/2/	/3/	/4/	/5/	10
H. Tiendas de comida.......	/1/	/2/	/3/	/4/	/5/	11
I. Tiendas por departamento.	/1/	/2/	/3/	/4/	/5/	12
J. Bibliotecas publicas.....	/1/	/2/	/3/	/4/	/5/	13
K. Compañia de teléfono.....	/1/	/2/	/3/	/4/	/5/	14
L. Compañia de Gas..........	/1/	/2/	/3/	/4/	/5/	15
M. Partido Democrata........	/1/	/2/	/3/	/4/	/5/	16
N. Partido Republicano......	/1/	/2/	/3/	/4/	/5/	17
O. Dueños de casas y apartamentos.............	/1/	/2/	/3/	/4/	/5/	18
P. Sindicatos de trabajo....	/1/	/2/	/3/	/4/	/5/	19
Q. Hospitales...............	/1/	/2/	/3/	/4/	/5/	20
R. Servicio de imigracion...	/1/	/2/	/3/	/4/	/5/	21

146. Cree usted que para mejorar las condiciones de los Latinos en Chicago es mejor organizar a los Puertorriquenos, Mexicanos-Americanos, y Cubanos en grupos separados, o es mejor organizar a todos en un solo grupo?

SEPARADOS_____1   JUNTOS_____2   NS_____3   NR_____4   22

147. Por qué dice eso?

23-28

____

____

____

________________________________ NS_____88 NR_____99

COL.

148. En su opinion quienes son las personas latinas mas importantes en la ciudad de Chicago?

NOMBRE DE PERSONA

1.______________________________ 2.______________________ 29-6

3.______________________________ 4.______________________

5.______________________________ 6.______________________

7.______________________________ 8.______________________

9.______________________________ 10.______________________

11.______________________________ 12.______________________

NS_____888 NR_____999

149. Quien es el mas importante de todos? (✓MAS IMPORTANTE ARRIBA) 65-

150. En su opinion cuales son las organizaciones Latinas mas importantes en la ciudad de Chicago? CA

1.____ 4-2

2.____

3.____

4.____

5.____

6.____

NS_____888 NR_____999

151. Cuál es la mas importante? (✓MAS IMPORTANTE ARRIBA) 22-

M. TELEFONO

152. Tiene usted teléfono en esta casa?

NO_____2 NR_____3 SI_____4 25

IR A P. # 153 IR A P. # 155

COL.

153. Cuales son algunas de las razones por las que usted no tiene teléfono?

1.____ 26-28

2.____

3.____

NS____8 NR____9

154. Ha tenido alguna vez teléfono en su casa, aqui en Chicago?

SI____1 NO____2 NS____3 NR____4 29

N. DEMOGRAFICAS

Nos falta pocas preguntas para terminar la entrevista.

155. Es usted dueño de su casa, paga renta o tiene otro tipo de arreglo?

DUEÑO DE LA CASA____1 PAGA RENTA____2 VIVE CON PARIENTES____3

OTRO____________________ ____4 NR____5 30

156. Cuál de las siguientes describe mejor su situación relacionada al trabajo? Por ejemplo, esta usted: (LEA CADA CATEGORIA Y MARQUE LA MAS BAJA SI MAS DE UNA RESPUESTA)

Trabajando tiemplo completo.....____1 31
Trabajando parte del tiempo.....____2
En huelga o temporalmente sin trabajo....................____3
Buscando trabajo................____4
IR A P. # 157

Va a la escuela............____5
Retirado...................____6
Ama de casa................____7
Desempleado................____8
NR.........................____9
IR A P. # 159

157. Que clase de trabajo hace usted? (ESCRIBA RESPUESTA)

____ NR____999 32-34

158. Si usted no esta trabajando en su ocupación regular, cual es su ocupación?

____ NR____999 35-37

159. (SI R ESTA CASADO-P. # 13) Que clase de trabajo hace su esposo/esposa?

____ NR____999 38-40

160. En que año nació usted?

19____(AÑO) NS____88 NR____99 41-42

161. Por favor, mire esta pagina y dígame en que categoría estuvieron sus ingresos antes de pagar impuestos el año pasado? (MARQUE LA LETRA)

____(LETRA) NS____88 NR____99 43-44

COL.

162. (PREGUNTE SI R ESTA CASADO) Mire la pagina otra vez y digame en que categoria estaria el ingreso de su esposo/esposa antes de pagar impuestos el año pasado. (MARQUE LA LETRA)

____(LETRA) NS____88 NR____99 45-4

163. Hay alguna otra persona en esta casa que trabajó el ano pasado?

SI____1 NO____2 NS____3 NR____4 47

IR A P. #. 164 IR A DESPIDA .

164. Por favor mire la pagina de nuevo y digame la letra que coresponde al ingreso anual antes de impuestos de esa persona. (MARQUE LA LETRA)

____(LETRA) NS____88 NR____99 48-4

Muchas gracias por contestar todal las preguntas. Hay algo que desea agregar?

____

____________________ N ____77 NS____88 NR____99 50-5

Quiero decir otra vez que esta entrevista es confidencial. Pero gustariamos tener su nombre, direccion y numero de telefono para poder mandar a usted un sumario de las resultas si usted gustaria y para clarificar algunas respuestas si necesitamos

NOMBRE________________________________ REFUSED____ 52

DIRECCION______________________________ REFUSED____ 53

TELEFONO_______________________________ REFUSED 54

Bien, hemos terminado la entrevista Muchisimas gracias.

(PARA SER LLENADO POR ENTREVISTADOR)

SEXO DE R HOMBRE____1 MUJER____2 55

HORA QUE TERMINO LA ENTREVISTA____________AM PM 56

INGRESOS ANUALES

A. Menos de $1,000 al ano o $20 a la semana

B. $1,000 a $1,499 al ano o $20 a $28.50 a la semana

C. $1,500 a $1,999 al ano o $29 a $37.50 a la semana

D. $2,000 a 2,499 al ano o $38 a 47.50 a la semana

E. $2,500 a 2,999 al ano o $48 a 57.50 a la semana

F. $3,000 a 3,999 al ano o $58 a 76.50 a la semana

G. $4,000 a 4,999 al ano o $77 a 95.50 a la semana

H. $5,000 a 5,999 al ano o $96 a 115.50 a la semana

I. $6,000 a 6,999 al ano o $116 a 134.50 a la semana

J. $7,000 a 9,999 al ano o $135 a 192.50 a la semana

K. $10,000 a 14,999 al ano o $193 a 288.50 a la semana

L. $15,000 y mas al ano o $289 o mas a la semana

APPENDIX C

INTERVIEWER SELECTION, TRAINING, AND SUPERVISION SUBCONTRACTS

Subcontract No. 142H041
between
The Board of Regents of the
University of Wisconsin System
and
Operations Market Advertising Research

This subcontract is entered into as of November 1, 1976 by and between the Board of Regents of the University of Wisconsin System, a Wisconsin Corporation having offices at Madison, Wisconsin (hereinafter referred to as the University) and Operations Market Advertising Research, with offices in Chicago, Illinois (hereinafter referred to as OMAR).

WITNESSITH

WHEREAS, the University, in behalf of the Library School has received Prime Grant G007603015 from the Office of Education in support of the Latino Communication Project, and

WHEREAS, the parties hereto desire to enter into a survey research subcontract under the Prime Grant to conduct certain research service tasks;

NOW THEREFORE, is agreed as follows:

ARTICLE 1. SCOPE OF WORK (See Attachment 1 for full explanation) The overall objective of OMAR's work will be to prepare and conduct for the University a survey of approximately 400 Spanish-Speaking or Spanish-Surnamed adults in selected areas of the City of Chicago. This overall objective entails OMAR work on the:

A. Sample Design of the Survey
B. Interview Instrument
C. Bilingual Interviewers
D. Training Package
E. The Pretest
F. The Final Interviews
G. Editing

Article 2. PERIOD OF PERFORMANCE
The effective period of this subcontract shall be from November 1, 1976 to January 31, 1977 unless otherwise provided for by modification to this subcontract.

ARTICLE 3. LIMITATION ON COSTS

The total cost to be paid OMAR by The University for performance of the research survey tasks identified in ARTICLE 1 and detailed in ATTACHMENT 1 will not exceed $8,000. The University shall not, in the absence of a modification hereto, be obliged to reimburse OMAR for costs incurred by OMAR which are in excess of the cost specified in this article.

ARTICLE 4. METHOD OF PAYMENT

a) One third of the total cost to be paid at the end of November, one third of the total cost to be paid at the end of December, and the final third to be paid at the conclusion of the research tasks. These intervals shall be mutually agreed to by the University and OMAR. Invoices shall be submitted in quadruplicate (a certified original and three copies) to:

The University of Wisconsin-Madison
Purchasing Department
750 University Avenue
Madison, Wisconsin 53706

and shall reference the subcontract number.

b) The final invoice shall be submitted within 60 days of the termination date of this subcontract.

c) Final payment will be withheld until all items specified in Article5-Schedule have been received and accepted by the University.

ARTICLE 5. SCHEDULE

The projected schedule for OMAR's survey research services is as follows:
Start of Design Consultation-Approximately November 1, 1
Start of Interviewer Training-Approximately November 1,
Completion of Pretest Work-Approximately November 15, 19
Completion of Field Work-Approximately December 15, 197
Delivery of Completed
Interview Materials-Approximately January 31, 1977

ARTICLE 6. SUPERVISION

Dr. Margaret E. Monroe, Principal Investigator, and Mr. Daniel Flores Duran, University Library School shall retain the responsibility for supervision of this project, Any change to the Scope of Work, Article 1., must be approved in writing by either Dr. Monroe or Mr. Duran.

ARTICLE 7. AUDIT

All costs incurred under this subcontract are subject to audit by cognizant Federal audit agency. OMAR agrees to give government auditors access to its records where necessary to support costs relating to this subcontract.

ARTICLE 8. STATE OF WISCONSIN APPROVAL

It is expressly understood between the parties to this agreement that the terms hereof are not in full force and effect until written approval for waiver of the bid process has been received from the Department of Administration. No disbursements will be made by the State of Wisconsin under this agreement until such approval is obtained from the Department of Administration.

Except as stated in Article 8, this agreement shall be binding upon the parties hereto, their successors and assigns, upon due execution by both parties.

ATTACHMENT 1
SUBCONTRACT NO. 142H041

1. Nature of OMAR's Work: The overall objective of OMAR's work will be to prepare and conduct for the University a survey of approximately 400 Spanish-Speaking or Spanish-Surnamed adults in selected areas of the City of Chicago.* This overall objective entails (A) Consultation and refinement of the sample design to be utilized; (B) Consultation and refinement of the interview instrument; (C) Selection, training, and supervision of the team of bilingual interviewers; (D) Review of the interviewer training package; (E) Conduct of a pretest of approximately 25 Spanish-Speaking or Spanish-Surnamed Chicago residents; (F) Locating, contacting, and interviewing respondents selected in accordance with the sample design, and (G) Editing the completed number of interviews. Approximately 5% of the completed number of interviews will be validated. OMAR will deliver to the Unversity the completed interviews for processing and analysis.

A. Sample Design of the Survey: The University will furnish OMAR with a draft of the sample design for review and refinement. The University will also supply OMAR with the geographical boundaries of the Latino areas from which the sample will be selected. To achieve a sample size of 400 completed interviews may require up to three callbacks to locate respondents and convert refusals. OMAR will complete no fewer than 400 personal interviews.

*The sample size of 400 completed interviews is based on a total sample size of 480 with an expected refusal rate of 20%. The total costs for completing the 400 interviews is based on current estimates for 40-45 minute depth interviews. If it develops that because of poor cooperation by respondents or other reasonable factors that the total number of completed interviews will be less than 400, OMAR and the University will negotiate in good faith to reduce the required work under the contract provisions or increase the price to be paid OMAR.

B. Interview Instrument: The University will furnish OMAR with a draft of the interview instrument for discussion and revision. Prior to the pretest this instrument will be submitted to the Office of Education for approval. Upon completion of the pretest, the University Representative and OMAR will refine the interview instrument and submit it to the Office of Education for approval. The final version of the interview instrument will be designed so that the personal interviews will be about 40-45 minutes in length. The University will be responsible for the preparation of the interview materials.

C. Bilingual Interviewers: OMAR will consult with the University Representative in the selection, training, and supervision of bilingual interviewers. Approximately 10-15 Spanish/ English speaking adult interviewers will be selected from throughout the Chicago area. OMAR will have responsibility for administering any specialized training necessary for interviewer training. The University will supply OMAR with the draft of a training package to be utilized in interviewer training (SEE The University agrees to supply OMAR with consultant assistance provided by the National Opinion Research Center for a period of one or two days. This consultant service will be utilized during the training period for the interviewers.

D. Training Package: The draft of a training package for the training of the bilingual interviewers will be supplied by the University to OMAR. This package of materials will be refined by OMAR and utilized during the training session. The University has responsibility for supplying OMAR with adequate copies of this training package.

E. The Pretest: The University will provide OMAR with sufficient names and current addresses of Spanish-Speaking or Spanish-Surnamed adults in Chicago to allow OMAR to complete approximately 25 pretest interviews. OMAR will pay for all interviewer expenses. The University will provide the interview instruments and instructions necessary for the pretest. Upon completion of the interviewing, OMAR and the University Representative will edit the completed interviews for completeness and correctness. OMAR and the University Representative will jointly review the completed pretest interviews for refinement of the final sample design: the University takes final responsibility for the final form of the interview instrument.

F. The Final Interviews: OMAR will have responsibility for locating, contacting, and interviewing approximately 400 Spanish-Speaking or Spanish-Surnamed adult Chicago residents. These respondents will be selected in accordance with the agreed sample design of the survey.

G. Editing: OMAR and the University Representative will consult in establishing the coding specifications. OMAR will deliver to the University the coded and edited interviews. The University will be responsible for keypunching, cleaning, and tabulation of the marginals as well as any other analytical processing.

Subcontract No. 142H052
between
The Board of Regents of the
University of Wisconsin System
and
National Opinion Research Center

This subcontract is entered into as of November 1, 1976 by and between the Board of Regents of the University of Wisconsin System, a Wisconsin Corporation having offices at Madison, Wisconsin (hereinafter referred to as the University) and National Opinion Research Center, with offices in Chicago, Illinois (hereinafter referred to as NORC).

WITNESSITH

WHEREAS, the University, in behalf of the Library School, has received Prime Grant G007603015 from the Office of Education in support of the Latino Communication Project, and

WHEREAS, the parties hereto desire to enter into a survey research subcontract under the Prime Grant to conduct certain research service tasks;

NOW THEREFORE, is agreed as follows:

ARTICLE 1. SCOPE OF WORK (See Attachment 1 for full explanation) The overall objective of NORC's work will be to provide consultant services for two aspects of the research design developed by the Latino Communication Project. The two aspects requiring the consultant services of the NORC are:
A. Review of the Interview Instrument
B. Provision of Interviewer Trainer

ARTICLE 2. PERIOD OF PERFORMANCE
The effective period of this subcontract shall be from November 1, 1976 to November 30, 1976 unless otherwise provided for by modification to this subcontract.

ARTICLE 3. LIMITATION ON COSTS

The total cost to be paid NORC by the University for the required consultant services identified in ARTICLE 1 and detailed in ATTACHMENT 1 will not exceed $625. This total cost will include $600 for an estimated 37.5 hours of consultant service at a rate of $16 per consulting hour for the services of Jane Morse or equal plus an estimated $25 for actual expenses. The University shall not, in the absence of a modification hereto, be obliged to reimburse NORC for costs incurred by NORC which are in excess of the cost specified in this article.

ARTICLE 4. METHOD OF PAYMENT

a) $300 to be paid in advance upon execution of the purchase order. NORC shall then submit invoices on a monthly basis subtracting the initial payment until it is exceeded. These intervals shall be mutually agreed to by the University and NORC. Invoices shall be submitted in quadruplicate (a certified original and three copies) to:

The University of Wisconsin - Madison
Purchasing Department
750 University Avenue
Madison, Wisconsin 53706

and shall reference the subcontract number.

b) The final invoice shall be submitted within 60 days of the termination date of this subcontract.

c) Final payment will be withheld until all items specified in Article 5 - Schedule have been received and accepted by the University.

ARTICLE 5. SCHEDULE

The projected schedule for NORC's survey research services is as follows:

Start of the Review of the Interviewer Instrument - Approximately November 1, 1976
Start of Interviewer Training - Approximately November 1, 1976
Completion of Review of the Interview Instrument - Approximately November 15, 1976
Completion of Interviewer Training - Approximately November 30, 1976

ARTICLE 6. SUPERVISION

Dr. Margaret E. Monroe, Principal Investigator, and Mr. Daniel Flores Duran, University Library School shall retain the responsibility for supervision of this project. Any change to the Scope of Work, Article 1, must be approved in writing by either Dr. Monroe or Mr. Duran.

ARTICLE 7. AUDIT

All costs incurred under this subcontract are subject to audit by the cognizant Federal audit agency. NORC agrees to give government auditors access to its records where necessary to support costs relating to this subcontract.

This agreement shall be binding upon the parties hereto, their successors and assigns, upon due execution by both parties.

Board of Regents of the University
of Wisconsin System

RW Erickson
Robert W. Erickson, Director
Research Administration-Financial

Date 11/4/76

National Opinion Research Center

T. G. Gerst
Thomas G. Gerst
Assistant Treasurer

Date 10/29/76

R. L. Farnsworth
Ralph L. Farnsworth, Director
Purchasing

Date 11/4/76

ATTACHMENT 1
SUBCONTRACT NO. 142H052

1. Nature of NORC's Work: The overall objective of NORC's work will be to provide consultant services for two aspects of the research design developed by the Latino Communication Project. The two aspects requiring the consultant services of the NORC are: (A) Review of the interview instrument to be utilized in the survey research project, and (B) Provision of NORC interviewer trainer to consult during the interviewer training session.

A. Review of the Interview Instrument: The University will furnish NORC with a draft of the interview instrument for discussion and revision prior to the pretest. The NORC will make available a consultant who will work with the University Representative on the interview instrument for a single eight hour day, or comparable period.

B. Interviewer Training: The University will furnish NORC with a draft of the interviewer training packet. The NORC will provide consultant services to Operations Market Advertising Research (OMAR) for a two day period during the interviewer training session. The NORC will provide consultant services for interviewer training in the areas of:
(a) general interviewer principles, (b) sampling training, and (c) specific interviewing techniques.

APPENDIX D

SELECTED CENSUS TRACTS

Table D-1

SELECTED MEXICAN-AMERICAN CENSUS TRACTS

Tract #	Total Households	Spanish Speaking Households	% Spanish Speaking of Total Households
1. 3110	1,810	500	28%
2. 318	966	118	12%
3. 4602	1,590	454	29%
4. 3009	1,584	568	36%
5. 3103	891	399	45%
6. 3001	696	305	44%
7. 107	3,861	140	4%
8. 704	1,764	179	10%
9. 3007	1,438	537	37%
10. 3106	2,562	1,602	63%
11. 3102	780	284	36%
12. 4609	1,061	600	57%
13. 4805	1,346	167	12%
14. 3105	709	443	62%
15. 4608	538	131	24%
Total	21,596	6,427	30%

Table D-2

SELECTED PUERTO RICAN CENSUS TRACTS

Tract #	Total Households	Spanish Speaking Households	% Spanish Speaking of Total Households
1. 620	1,820	272	15%
2. 2413	1,225	400	33%
3. 2302	861	240	29%
4. 2421	2,048	307	15%
5. 2412	1,458	675	46%
6. 2406	664	134	20%
7. 2423	1,756	197	11%
8. 2403	753	95	13%
9. 2433	1,370	359	26%
10. 2409	1,001	429	43%
11. 2217	1,364	179	13%
12. 317	4,913	267	5%
13. 2315	3,712	164	4%
14. 2422	1,914	380	20%
15. 2424	1,597	113	7%
Total	26,456	4,211	16%

Table D-3

SELECTED CUBAN CENSUS TRACTS

Tract #	Total Households	Spanish Speaking Households	% Spanish Speaking of Total Households
1. 404	4,077	122	3%
2. 312	4,051	287	7%
3. 604	1,582	114	7%
4. 601	1,291	132	10%
5. 321	5,223	675	13%
6. 1402	2,036	150	7%
7. 305	3,147	279	9%
8. 307	5,123	351	7%
9. 630	1,986	353	18%
10. 311	2,525	334	13%
11. 2206	3,657	209	6%
12. 306	6,311	307	5%
13. 1401	1,350	136	10%
14. 105	5,516	127	2%
15. 101	3,523	223	6%
Total	51,398	3,799	7%